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ABSTRACT

Described are 131 new facilities being constructed to implement a Florida legislative mandate to provide all exceptional children with appropriate educational programs by 1973. A chart lists the new facilities by county and disability (educable mentally retarded, trainable mentally retarded, physically handicapped, deaf, and visually handicapped). It is reported that over 16 million dollars have been appropriated for the specialized facilities. Provided for each facility are specifications such as area and capacity, cost figures, names of the superintendent and architect/s, a description, floor plans, and photographs. Maps locate the facilities by county. Described are facilities for the educable mentally retarded in 15 counties, the trainable mentally retarded in six counties, multi-purpose facilities in eight counties, and deaf education facilities in two counties. Appended are criteria and priorities in the application for construction funds, and a list of the district coordinators of the exceptional child education programs. (DB)

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Florida's Educational Facilities for Exceptional Children

1968-1973

ED 085945

EC 060 850

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FLORIDA'S EDUCATIONAL FACILITIES FOR EXCEPTIONAL CHILDREN 1968-1973

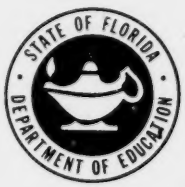
Division of Elementary and Secondary Education

Prepared by

Bureau of Education for Exceptional Students

In conjunction with

Bureau of School Facilities



This public document was promulgated at an annual cost of $4,494.32 or $4.40 per copy to provide information regarding the design, construction and utilization of educational facilities for exceptional children.

EC 060 850

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INTRODUCTION

The Florida Legislature, in its 1968 Special Session, mandated that all exceptional children shall be provided an appropriate educational program by 1973. To implement this legislation and to accommodate the rapid program growth in which it would result, a five-year plan was developed. The provision of appropriate educational facilities for exceptional children was a major consideration in this comprehensive planning effort, which also provided for an annual increase of more than 500 instructional personnel, funds for scholarships and inservice training, and a special appropriation for research.

While most exceptional children are housed in regular school facilities, it was recognized that some specialized facilities were necessary if the exceptional child program were to meet its goals. An analysis of needs indicated that construction priorities should include (1) facilities that would provide for the inclusion of pre-vocational and vocational skills training in comprehensive secondary programs for the educable mentally retarded; (2) facilities for the trainable mentally retarded; (3) facilities especially adapted to accommodate the physically handicapped; and (4) facilities to house regional or multi-county programs in low prevalence areas of exceptionality. District applications for funds for construction of exceptional child facilities were made in accordance with criteria and guidelines based on these needs (see Appendix I).

With the approval, in June, 1973, of the final projects provided for in the five-year plan, a total of $16,646,641.00 had been appropriated for specialized facilities. Chart I provides an overview of these facilities, which include seventy building wings, attached to secondary schools, for the educable mentally retarded; thirty-three facilities for trainable children; six building wings for the physically handicapped; eight building wings for the deaf; one building wing for the blind; and thirteen multi-purpose additions to regular elementary and secondary schools. Sixty-one districts have participated in this construction effort.

The facilities described in this publication represent a unique opportunity, made possible by the availability of special facility funds, for district school systems to apply the latest research in facility design to the educational needs of exceptional children. For these selected facilities, a sampling of the 131 projects funded, the entries include cost data, floor plans, and program descriptions. Additional information concerning educational specifications and architectural plans can be obtained from the respective districts (see Appendix II). It is hoped that this publication will stimulate districts to plan and provide, as an integral part of new construction, additional needed facilities for exceptional children.

CHART I

Florida's Educational Facilities for Exceptional Children

1968 - 73

COUNTY	EDUCABLE MENTALLY RETARDED	TRAINABLE MENTALLY RETARDED	PHYSICALLY HANDICAPPED	DEAF/VISUALLY HANDICAPPED	MULTI-PURPOSE
ALACHUA	1	1			
BAKER	1				
BAY	2	1			
BRADFORD	1				
BREVARD	9	2	2		
BROWARD		1	1	2	5
CALHOUN	1				
CHARLOTTE	1				
CITRUS		1			
CLAY	1				
COLLIER	1				
COLUMBIA	2				
DADE	6				3
DESOTO	1				
DIXIE					
DUVAL		2		2	
ESCAMBIA	4	1		1	
FLAGLER	1				
FRANKLIN	1				
GADSDEN	1	1			
GILCHRIST	1				
GLADES					
GULF					
HAMILTON	1	1			
HARDEE	1				
HENDRY					
HERNANDO	1				
HIGHLANDS	2				
HILLSBOROUGH		3	2		5
HOLMES	1				
INDIAN RIVER	1				
JACKSON		1			
JEFFERSON	1				
LAFAYETTE	1				
LAKE		1			
LEE	1	1			
LEON		1		1	
LEVY	3				
LIBERTY					1
MADISON					
MANATEE	1	1			
MARION		1			
MARTIN		1			
MONROE		1			
NASSAU	1				
OKALOOSA	3	1			
OKEECHOBEE					1
ORANGE		1	1	2	
OSCEOLA					
PALM BEACH					2
PASCO	2				
PINELLAS		2		1	1
POLK		1			1
PUTNAM		1			1
ST. JOHNS		1			
ST. LUCIE	1	1			
SANTA ROSA	1				1
SARASOTA	1	1			
SEMINOLE	2	1			
SUMTER	2				
SUWANNEE	1				
TAYLOR	1				
UNION	1				
VOLUSIA	2	1			
WAKULLA	1				
WALTON	1				
WASHINGTON	1				
TOTAL	70	33	6	9	21

SECTION ONE

FACILITIES FOR THE EDUCABLE MENTALLY RETARDED

1. Bay County
2. Brevard County
3. Calhoun County
4. Charlotte County
5. Clay County
6. Columbia County
7. DeSoto County
8. Duval County
9. Highlands County
10. Lee County
11. St. Lucie County
12. Santa Rosa County
13. Seminole County
14. Volusia County
15. Washington County

[redacted]

Exceptional Child Facility
Bay High School
Panama City, Florida

GENERAL INFORMATION

Area of Building: 9,000 sq. ft.
Building Capacity: 72 students (ages 15-21)

Building Cost:		$130,000.00
Local Expenditures		
State Expenditures	$130,000.00	
Federal Expenditures		
Equipment Cost:		$ 12,196.00
Local Expenditures		
State Expenditures		
Federal Expenditures	$ 12,196.00	

Superintendent: Curtis E. Jackson
Architect: James Graham Chapman

Located on the campus of Bay High School in Panama City, the county seat, this facility was built for a maximum capacity of 72 students. As one of two facilities for secondary educable mentally retarded students in Bay County, it currently houses 40 students, grades 10-12. This population will expand with the inclusion of ninth-grade students from two existing junior high school programs during 1972-73.

The design of the facility supports an educational program divided into three multi-phased areas of instruction: academics, home-training, and shop. During their final year, students participate in a one-half day "World of Work" program at school and are employed in on-the-job training for the remainder of the day. Students are integrated into the regular high school program for physical education and driver's education training.

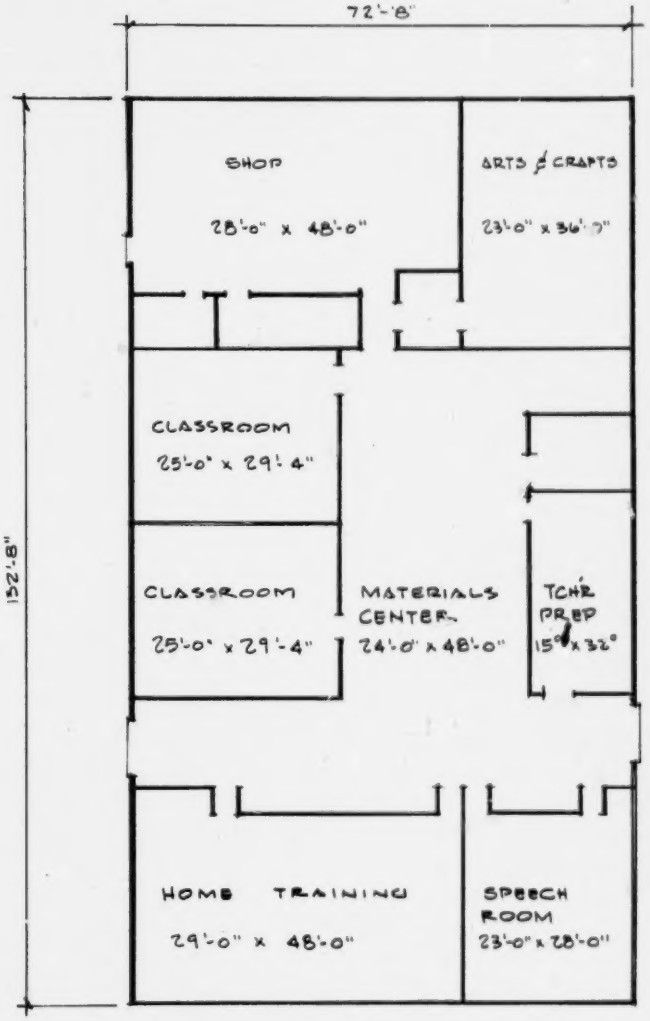
Academic course offerings include math, science, social studies, and English. Each of these has a vocational orientation, and emphasizes communication skills. Driver's education is another important aspect of the academic curriculum.

The home-training area is used to develop job-applicable skills in cooking, in planning nutritionally-adequate meals, and in kitchen maintenance. This area is also used for child care classes, which train students to help at home, to work as baby-sitters, and to prepare for parenthood, as well as for training in personal grooming and hygiene.

In the vocationally-oriented shop program, stations are designed to provide students with experience in woodworking, metalworking, and painting; small engine repair; automotive maintenance; basic electrical installation; masonry; and horticulture.

During the 1972-73 school year, the instructional staff for this program will be comprised of five teachers, assisted by a teacher aide. Supportive personnel include itinerant teachers from the county exceptional child staff, who provide speech and testing services; and a vocational rehabilitation counselor who facilitates student job placement in the community.

The Bay High School Exceptional Child Facility features four teaching stations: two academic classrooms adjoined by a demountable wall, a vocational/home-training area, and a vocational/shop area with adjacent shop classroom and office. Space for supportive personnel is provided in the speech room, and the facility includes a centralized media center and a teacher workroom.



EXCEPTIONAL CHILD FACILITY

BAY HIGH SCHOOL
PANAMA CITY, BAY COUNTY, FLORIDA

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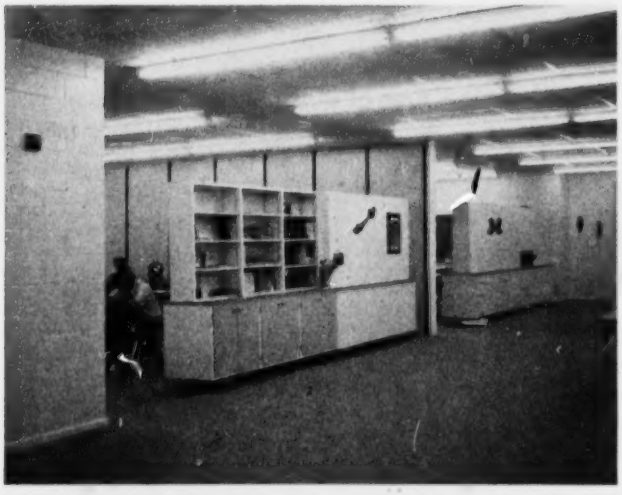
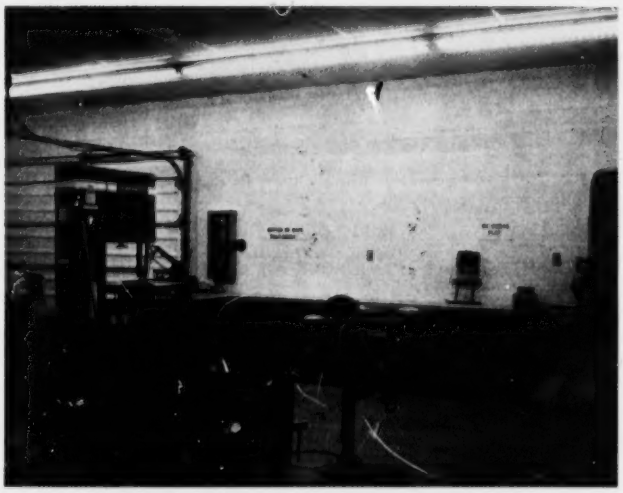
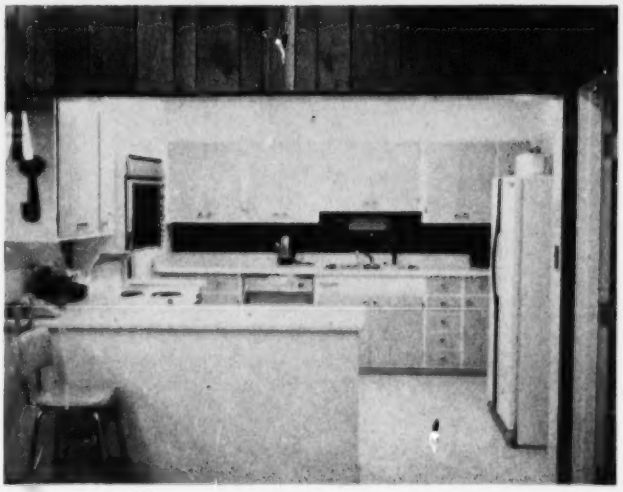






BREVARD COUNTY

Occupational Training Program Facility
Eau Gallie High School
Melbourne, Florida

GENERAL INFORMATION

Area of Building: 3,000 sq. ft.
Building Capacity: 45 students (ages 15-19)

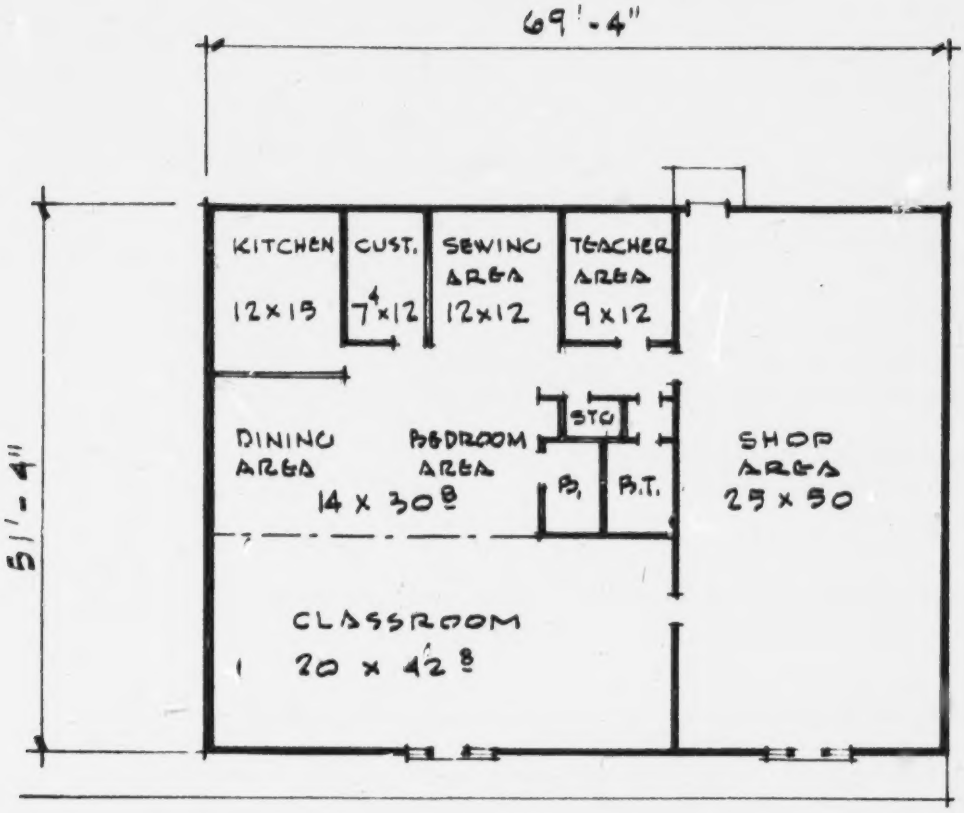
Building Cost:		$90,595.58
Local Expenditures		
State Expenditures	$90,595.58	
Federal Expenditures		
Equipment Cost:		$ 9,072.38
Local Expenditures	$ 4,072.38	
State Expenditures		
Federal Expenditures	$ 5,000.00	

Superintendent: Dr. Wayne H. White
Architects: Hoxie, Watson and Associates

Brevard County's Occupational Training Program Facility, which adjoins Eau Gallie High School, Melbourne, serves all secondary educable mentally retarded students, ages 15-19, in the south area of the county.

Three phases of instruction comprise the occupational training program. Phase I consists of work-related academics and vocational orientation. Phase II utilizes shop and domestics skills facilities for training in specific skills which, depending on the individual student's aptitudes and needs, may include woodworking, metalworking, sewing, child care, and cooking. Additional vocational education course offerings in child care, masonry, and auto mechanics are available to occupational training program students through Eau Gallie High School. Supervised work experience within the school is also provided at this level. Phase III consists of full-time job experience in the community. Following successful completion of a year's work in this phase, students are granted regular high school diplomas.

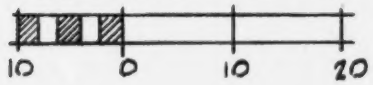
Two exceptional child teachers and one vocational education teacher staff the facility's program. Assistance in job placement of graduates is provided by vocational rehabilitation counselors.



OCCUPATIONAL TRAINING PROGRAM FACILITY

EAU GALLIE HIGH SCHOOL

BREVARD COUNTY



Exceptional Education Center
Blountstown High School
Blountstown, Florida

GENERAL INFORMATION

Area of Building: 4,296 sq. ft.
Building Capacity: 45 students (ages 12-21)

Building Cost:		$70,632.93
Local Expenditures		
State Expenditures	$70,632.93	
Federal Expenditures		
Equipment Cost:		$17,104.45
Local Expenditures		
State Expenditures	$ 9,367.07	
Federal Expenditures	$ 7,737.38	

Superintendent: Howard Johnson
Architect: Charles Gaskin

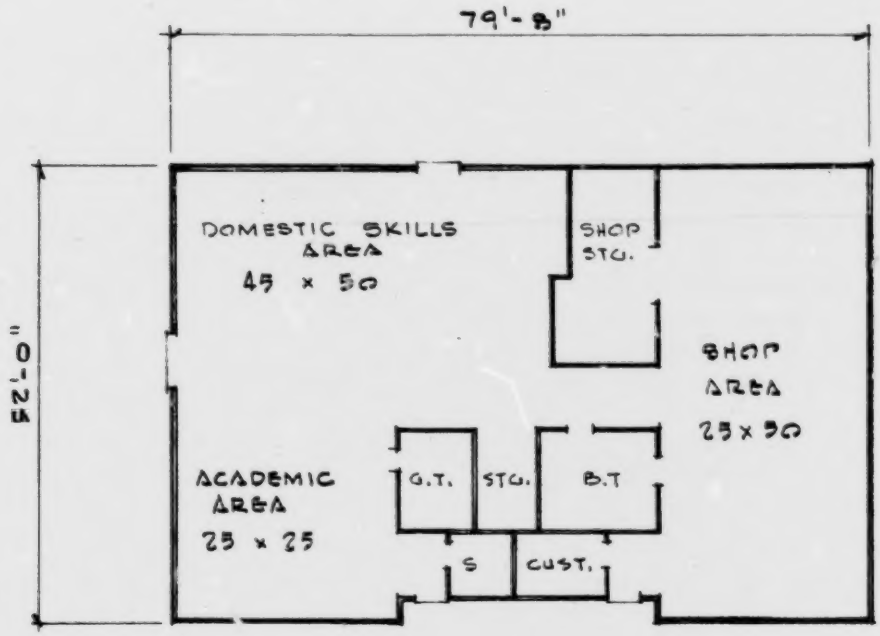
The Exceptional Education Center, attached by a covered walk to the southwest side of Blountstown High School, serves all secondary educable mentally retarded students, ages 12 or older, in the Blountstown area.

Functional academic skills and training related to success in home and community life, as well as in vocational areas, are emphasized in the six-year educational program. Instructional activities are also designed to meet the specific needs of students who are placed in part-time work experiences.

The semi-open space design facilitates team teaching by the instructional staff, which consists of three teachers. One member of the team teaches basic academic skills; another works primarily in the shop area; and the third, who is certified in home economics, assumes responsibility in the domestic skills area.

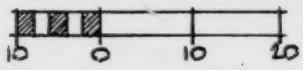
Supportive services are provided by music and physical education teachers and a guidance counselor from Blountstown High School, and by a counselor from the Neighborhood Youth Corps.

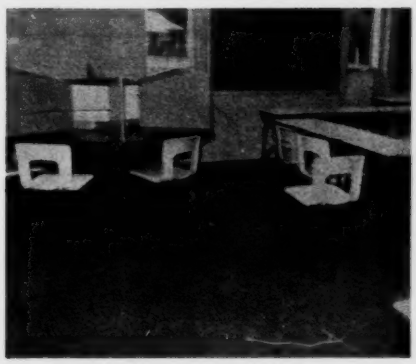
Attached by a covered walk to the southwest side of Blountstown High School, Calhoun County's Exceptional Education Center provides academic, domestic skills, and shop areas for secondary educable mentally retarded students.

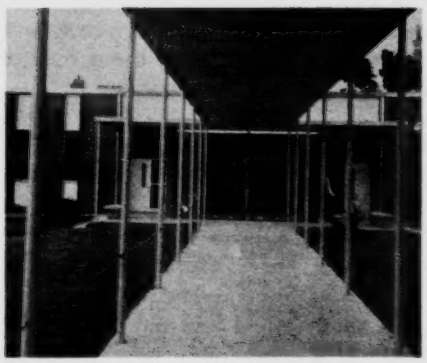


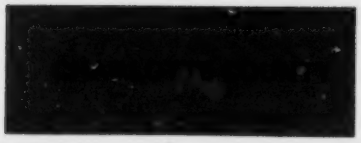
EXCEPTIONAL EDUCATION CENTER

BLOUNTSTOWN HIGH SCHOOL
CALHOUN COUNTY









Occupational Skills Center
Charlotte High School
Punta Gorda, Florida

GENERAL INFORMATION

Area of Building: 4,300 sq. ft.
Building Capacity: 50 students (ages 15-18)

Building Cost:		$98,275.14
Local Expenditures	$ 8,275.14	
State Expenditures	$90,000.00	
Federal Expenditures		
Equipment Cost:		$38,000.00
Local Expenditures		
State Expenditures		
Federal Expenditures	$38,000.00	

Superintendent: James W. Longstreth
Architect: William Bowman

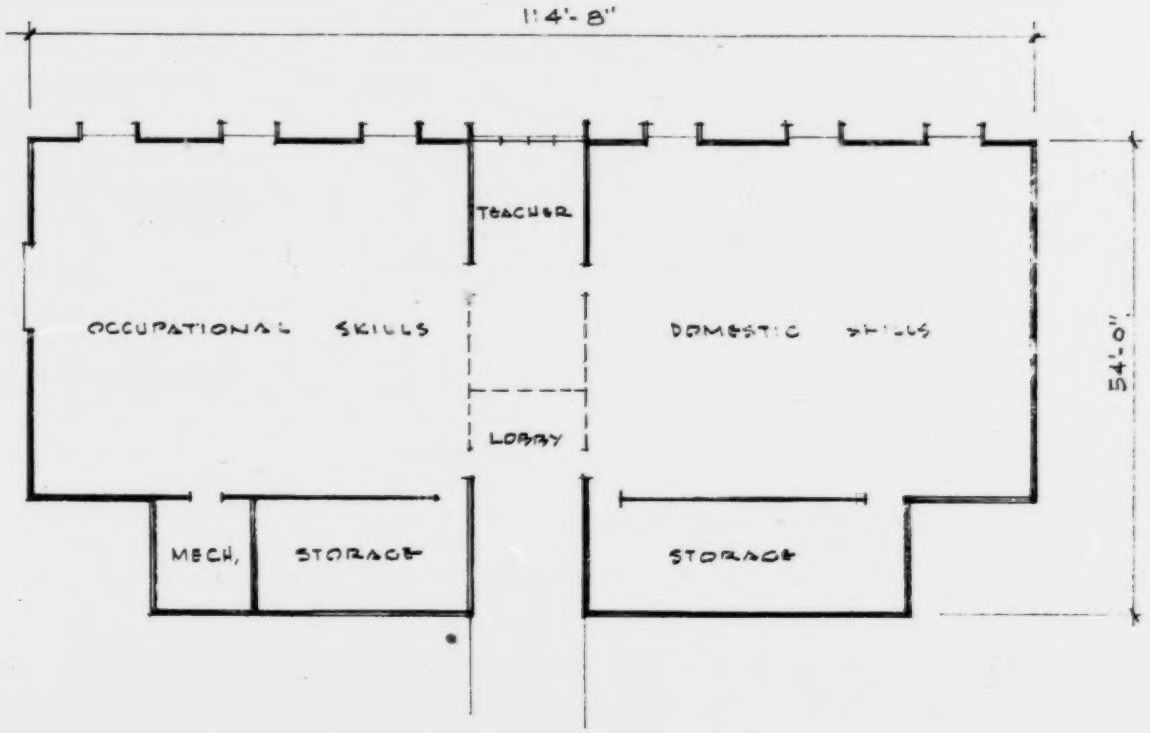
The Occupational Skills Center, located in the northeast corner of the Charlotte High School campus, serves all secondary educable mentally retarded students, 15 and older, in Charlotte County.

A four-phase sequence comprises the instructional program. Phase I (tenth grade) provides a general orientation in basic diversified occupational and domestic/personal skills. Occupational interests and abilities are determined through observation and evaluation of student performance in a variety of work activities. Formal, in-depth skill training begins in Phase II (eleventh grade), when students are enrolled in selected occupational interest areas. Inservice job training is also provided during this phase, with each student experiencing employer-employee relationships in on-campus situations.

In Phase III (twelfth grade), students displaying job-readiness skills are placed in community jobs on a half-day basis. The remaining half-day is spent in continuing basic academic skill training, work experience group counseling, and involvement in regular school activities. Upon successful completion of this phase, students receive a regular high school diploma. Phase IV (graduate) provides post-school counseling and continual assessment of job opportunities and specifications through surveys of employers in the community.

The instructional staff at the Center consists of a diversified occupational skills specialist, certified in vocational agriculture; a domestic occupational skills specialist, certified in vocational home economics; an occupational specialist, who handles job placement and occupational counseling; and a teacher of vocational education. These professional educators work as a team in implementing a uniform vocationally-oriented curriculum. Master craftsmen from the community are also employed to instruct in specific skills, thus providing realistic occupational training.

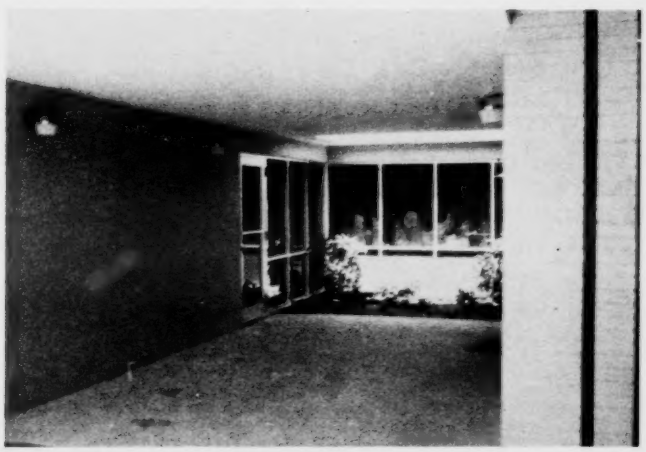
The open space design of the Occupational Skills Center features two laboratories, one for occupational and one for domestic skills training, each having a working area of 2,000 sq. ft.



OCCUPATIONAL SKILLS CENTER

CHARLOTTE HIGH SCHOOL
PUNTA GORDA, FLORIDA

10 0 10 20



Occupation Training Facility
Clay Senior High School
Green Cove Springs, Florida

GENERAL INFORMATION

Area of Building: 5,100 sq. ft.
Building Capacity: 45 students (ages 14-18)

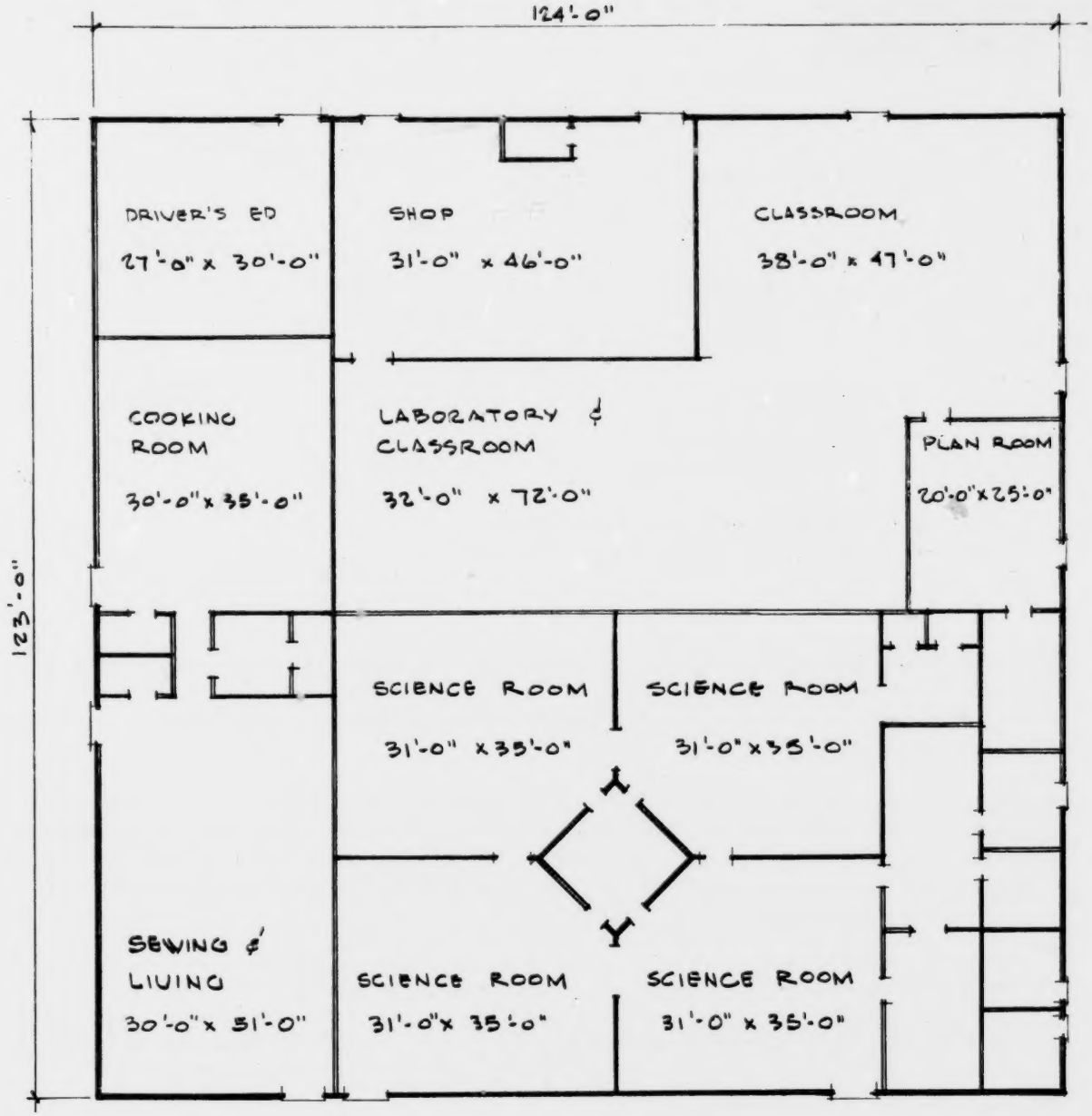
Building Cost:		$95,400.00
Local Expenditures		
State Expenditures	$95,400.00	
Federal Expenditures		
Equipment Cost:		$22,200.00
Local Expenditures	$ 3,200.00	
State Expenditures		
Federal Expenditures	$19,000.00	

Superintendent: Jesse P. Tynes, Jr.
Architect: Don Morgan

On the campus of Clay Senior High School in Green Cove Springs, the Occupation Training Facility was designed for a capacity of 45 secondary educable mentally retarded students, ages 14-18.

The academic program consists of functional mathematics, language arts, social studies, and science. Vocational training is provided in the areas of landscaping and gardening, building maintenance, custodial services, food preparation, home maintenance, and clothing maintenance and repair. Driver education, physical education, and enrichment activities supplement the program. Campus work stations for eleventh-grade students and off-campus jobs for twelfth-graders are being planned.

The teaching staff consists of two exceptional child and two vocational education teachers. Supportive services include those of a school psychologist, a school social worker, and a speech therapist, as well as those of administrative and guidance personnel at Clay Senior High School.



OCCUPATION TRAINING

CLAY SENIOR HIGH SCHOOL

CLAY COUNTY

10 0 10 20

Exceptional Education Facility
Columbia High School
Lake City, Florida

GENERAL INFORMATION

Area of Building: 4,500 sq. ft.
Building Capacity: 45 students (ages 15-21)

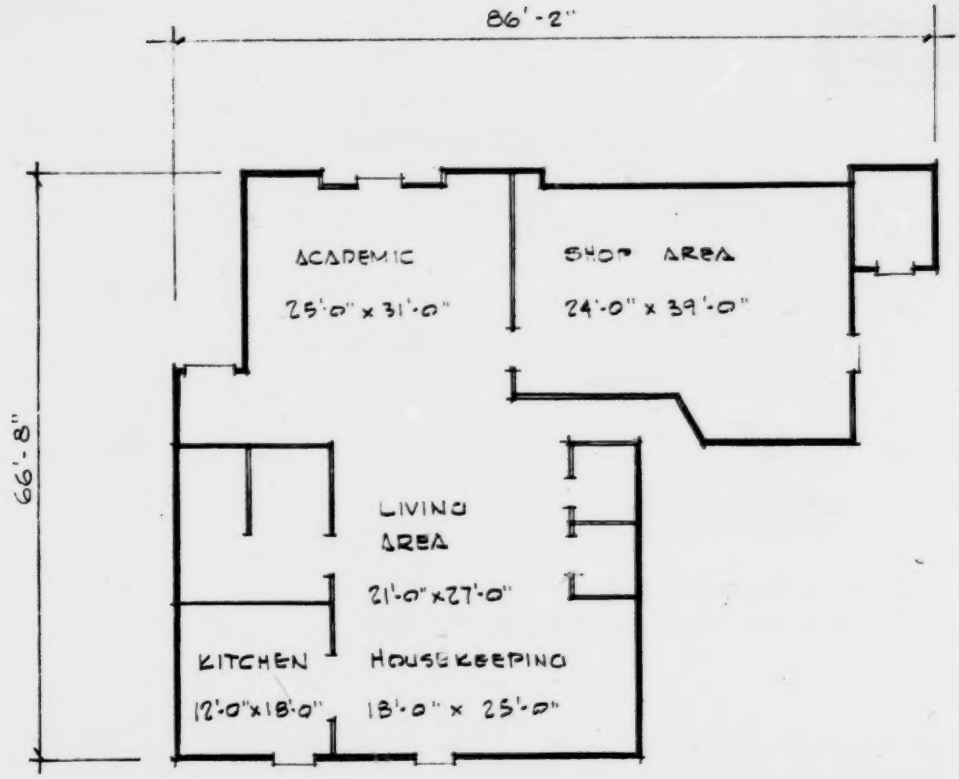
Building Cost:		$82,253.00
Local Expenditures	$12,253.00	
State Expenditures	$70,000.00	
Federal Expenditures		
Equipment Cost:		$15,685.00
Local Expenditures		
State Expenditure		
Federal Expenditures	$15,685.00	

Superintendent: Mr. Silas Pittman
Architects: Moore, May and Harrington A.I.A.

The Exceptional Education Facility is attached to Columbia High School at the southeast section of the building, in close proximity to the vocational education department. This facility, designed to house approximately 45 students, serves all secondary educable mentally retarded students, ages 15 or older, in Columbia County.

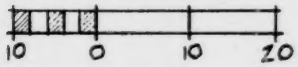
The three-year instructional program incorporates the following sequences: (1) pre-vocational and vocational training which emphasizes functional academic skills and development activities related to vocational success and family and community life; (2) in-school work experiences; (3) part-time work experiences in the community, supported by instructional activities related to specific job placement; and (4) full-time job placement and follow-up.

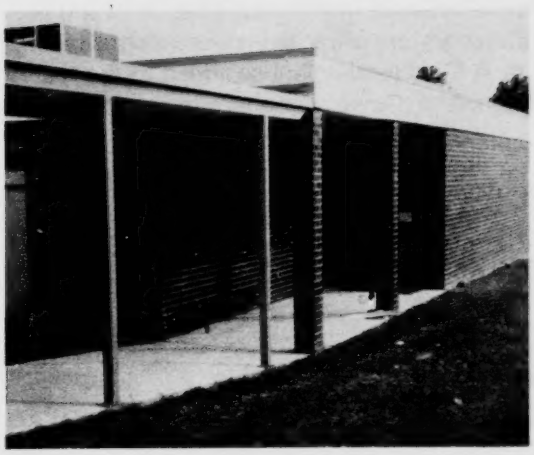
A head teacher, responsible for teaching academic courses and for planning, programming and scheduling all students, and two vocational education teachers, one certified in agriculture and the other in home economics, comprise the instructional staff. An occupational specialist provides support services in the areas of job counseling, placement, and follow-up; a vocational rehabilitation counselor also assists with these services. Master craftsmen from the community are employed to provide training in specific vocational skills.

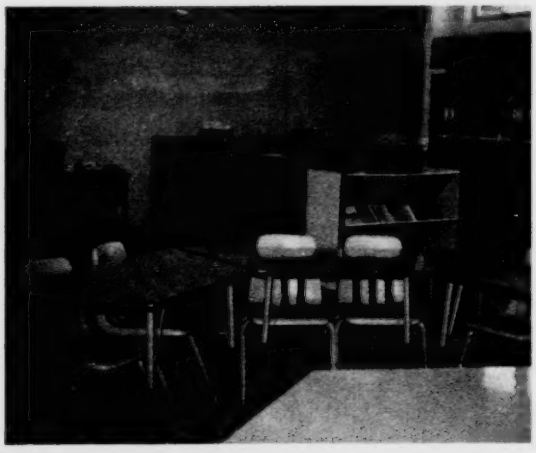


EXCEPTIONAL EDUCATION FACILITY

COLUMBIA HIGH SCHOOL
COLUMBIA COUNTY







Exceptional Child Facility
DeSoto High School
Arcadia, Florida

GENERAL INFORMATION

Area of Building: 2,950 sq. ft.
Building Capacity: 54 students (ages 15-21)

Building Cost:		$70,000.00
Local Expenditures		
State Expenditures	$70,000.00	
Federal Expenditures		
Equipment Cost:		$ 6,500.00
Local Expenditures		
State Expenditures		
Federal Expenditures	$ 6,500.00	

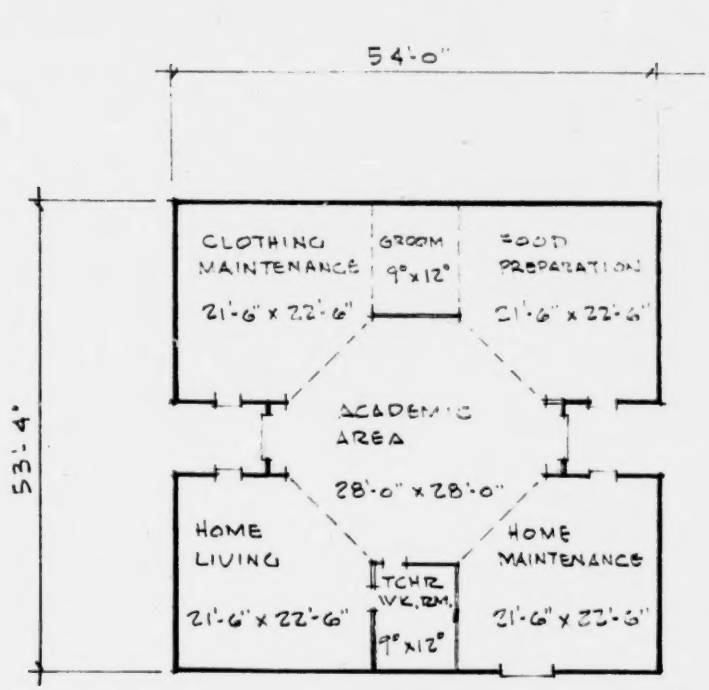
Superintendent: Leslie V. Rhoden
Architects: Frizzel Architects (W. R. Frizzel)

Designed for a maximum capacity of 54 students, the Exceptional Child Laboratory at DeSoto High School, Arcadia, serves all secondary educable mentally retarded students, grades 9-12, in DeSoto County.

The four-year, sequenced instructional program provides, for first-year students, training which emphasizes functional academic skills and laboratory activities in family and community living, and in vocational areas. A vocational rehabilitation assessment is completed during this phase to facilitate students' placement in on-campus work experiences which, along with continuing instruction in functional academics, comprise the second-year training program. For third and fourth-year students, in-school activities are specific to their respective employment in part-time work experiences in the community. This phase of the program culminates in satisfactory job placement and high school graduation.

The staff is comprised of a department head who teaches first-year academic areas, plans the on-campus work program, and coordinates the off-campus work program. This last responsibility is assumed in conjunction with a vocational rehabilitation counselor who works three days a week to provide job counseling, placement, and follow-up. A second teacher, certified in intellectual disabilities and in home economics, provides training in the domestic skills laboratory areas and is also responsible for academic instruction for second and third-year students. A third teacher will be added to the staff to coordinate the building and yard maintenance programs, and to provide assistance in the academic courses.

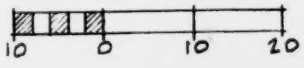
The DeSoto County Exceptional Child Facility is of semi-open space design. Clustered around a central academic area are areas for food preparation, clothing maintenance, grooming, home living, and building maintenance.

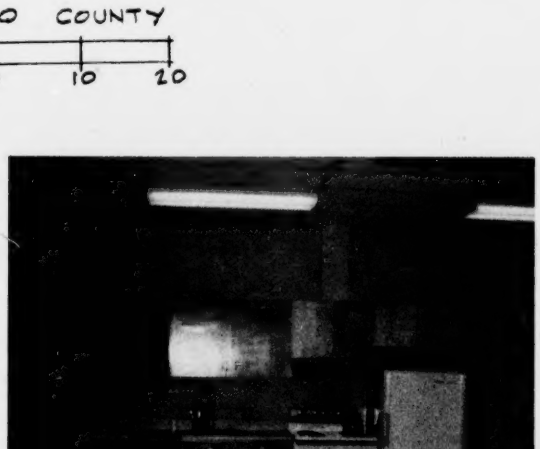


EXCEPTIONAL CHILD FACILITY

DESOTO HIGH SCHOOL

DESOTO COUNTY





Exceptional Education Facility
Edward White Senior High School
Jacksonville, Florida

GENERAL INFORMATION

Area of Building: 1,800 sq. ft.
Building Capacity: 34 students (ages 16-18)

Building Cost:		$30,600.00*
Local Expenditure		
State Expenditure	$30,600.00	
Federal Expenditure		
Equipment Cost:		$ 2,000.00
Local Expenditure		
State Expenditure		
Federal Expenditure	$ 2,000.00	

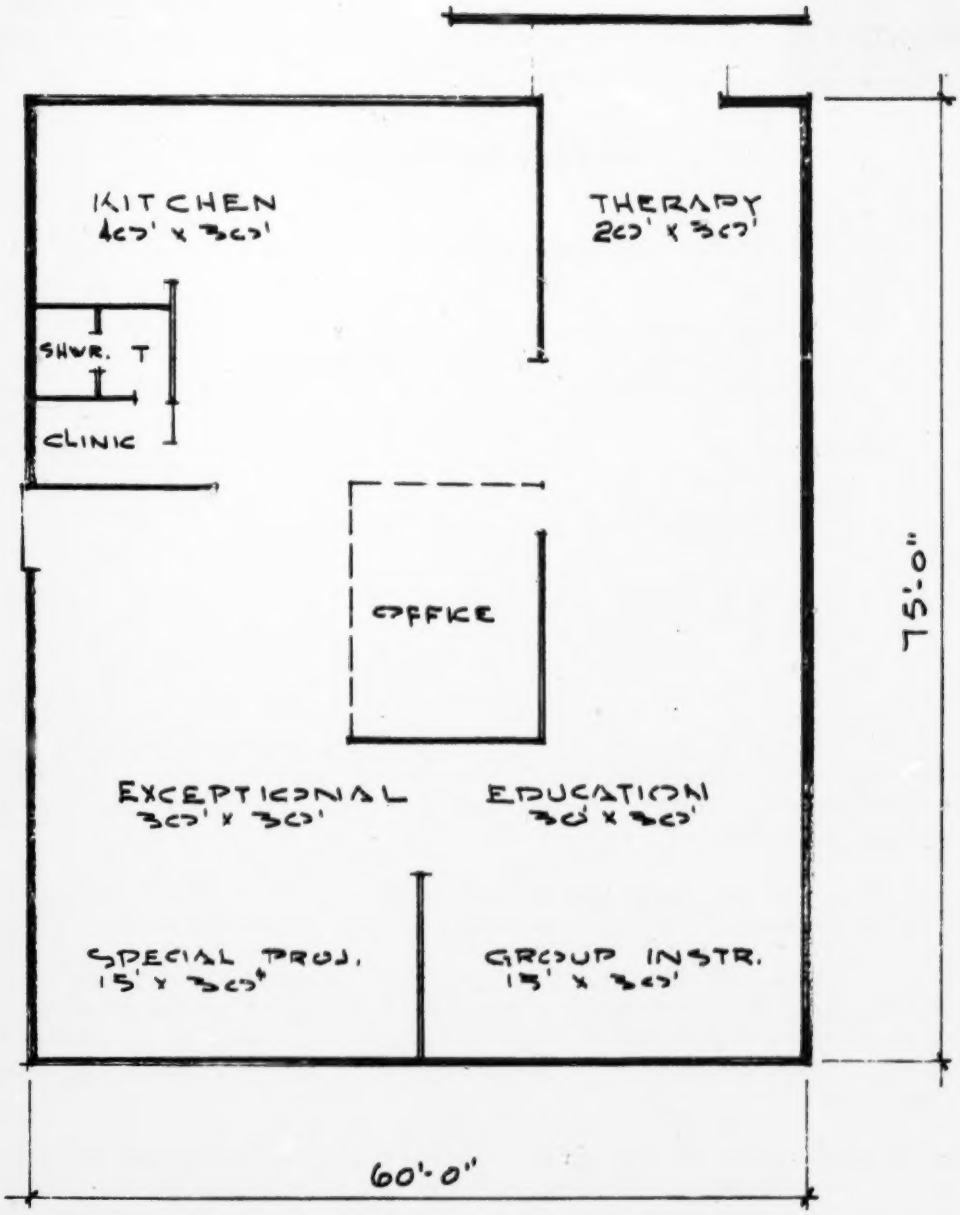
Superintendent: Dr. Cecil D. Hardesty
Architects: Veenstra

*Not Exceptional Child Facility Fund

The Edward White facility provides a program for 34 tenth, eleventh, and twelfth-grade educable mentally retarded students, ages 16-18, who reside in the southwest quadrant of Duval County.

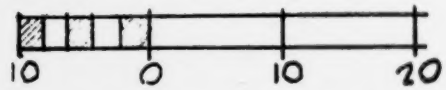
The departmentalized program provides concentration on arithmetic and science, on social studies and occupational information, and on language arts. Program emphases include pre-vocational activities, comprehensive work experience, and related academic activities. Full and part-time community employment are an important part of training during the senior year, and a certificate or diploma is given to graduating students.

Two classroom teachers and a work-study teacher comprise the instructional staff, and vocational rehabilitation services are provided on a regular basis. Psychological and social worker services are available upon request.



EXCEPTIONAL EDUCATION FACILITY

EDWARD H. WHITE SENIOR HIGH SCHOOL #248
DUVAL COUNTY, JACKSONVILLE, FLORIDA



HIGHLANDS COUNTY

Exceptional Child Facility

Avon Park High School	Sebring High School
Avon Park, Florida	Sebring, Florida

GENERAL INFORMATION

Area of Building: 3,683 sq. ft.
Building Capacity: 60 students (ages 15-21)

Building Cost:		$71,156.46
Local Expenditures	$26,156.46	
State Expenditures	$45.000.00	
Federal Expenditures		
Equipment Cost:		$ 6,446.36
Local Expenditures	$ 1,331.64	
State Expenditures		
Federal Expenditures	$ 5,114.72	

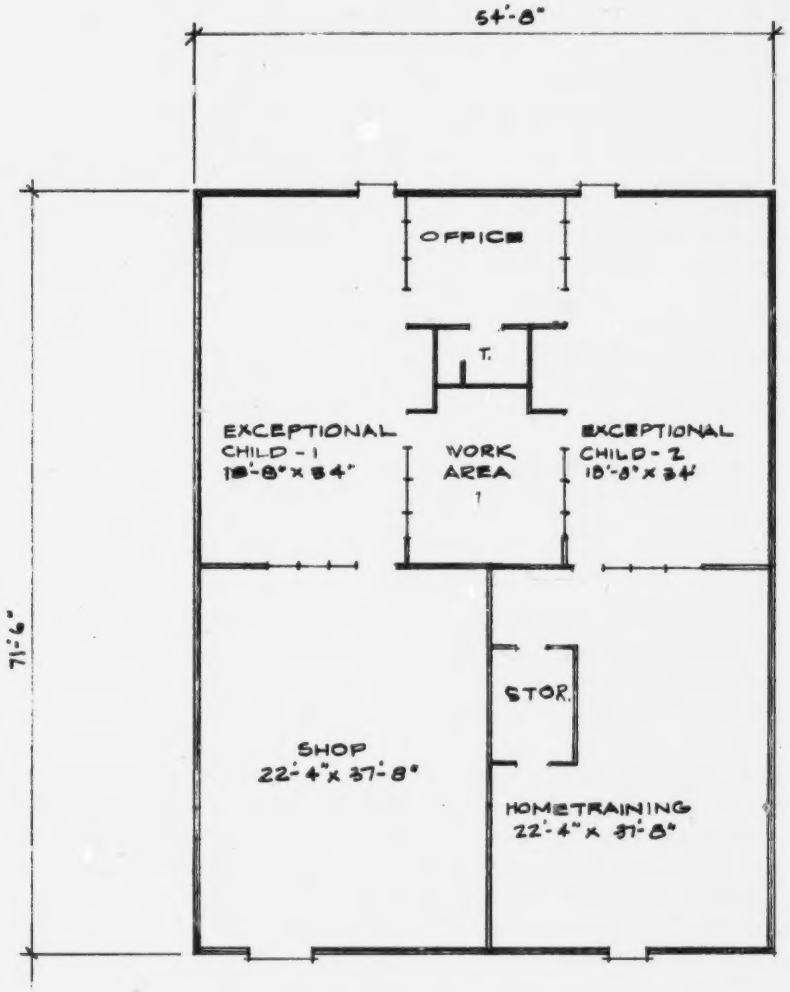
Superintendent: George Douglas
Architects: Watson and Company

Twin facilities at Avon Park and Sebring High Schools were designed to serve all secondary educable mentally retarded students in these Highlands County communities. With a potential maximum capacity of 60 students on a half-day attendance basis, each facility currently houses approximately 35 students, ages 14 and above.

The four-year instructional program at each facility includes, in Phase I, a two-year segment, medical, psychological, and academic evaluation, in conjunction with on-campus work experience which entails planned placements in at least four different areas. Functional classroom instruction and continued job exploration and evaluation, with provisions for at least three community job placements during the year, are characteristic of Phase II. Phase III is represented by half-day job placement in the community, supported by work-related classroom instruction. During the latter two phases, students who exhibit interest and possess basic entry skills are enrolled in courses offered by the Vocational-Technical School.

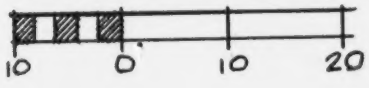
Each facility is staffed by one full-time teacher and shares, on a half-time basis, the itinerant services of a second teacher; two vocational rehabilitation counselors also serve these programs. Projected course offerings in agriculture, homemaking, and building and home maintenance will necessitate additional vocational education teachers at each facility.

Sebring and Avon Park High Schools' twin facilities for secondary educable mentally retarded students consist of four large rooms providing teaching stations for domestic skills training, occupational skills training, and two academic classrooms.



EXCEPTIONAL CHILD FACILITY

AVON PARK & SEBRING HIGH SCHOOLS
HIGHLANDS COUNTY



Exceptional Learning Center
Ft. Myers High School
Ft. Myers, Florida

GENERAL INFORMATION

Area of Building: 11,800 sq. ft.
Building Capacity: 157 students (ages 14-21)

Building Cost:		$220,000.00
Local Expenditures		
State Expenditures	$220,000.00	
Federal Expenditures		
Equipment Cost:		$ 18,140.00
Local Expenditures		
State Expenditures	$ 10,606.00	
Federal Expenditures	$ 7,534.00	

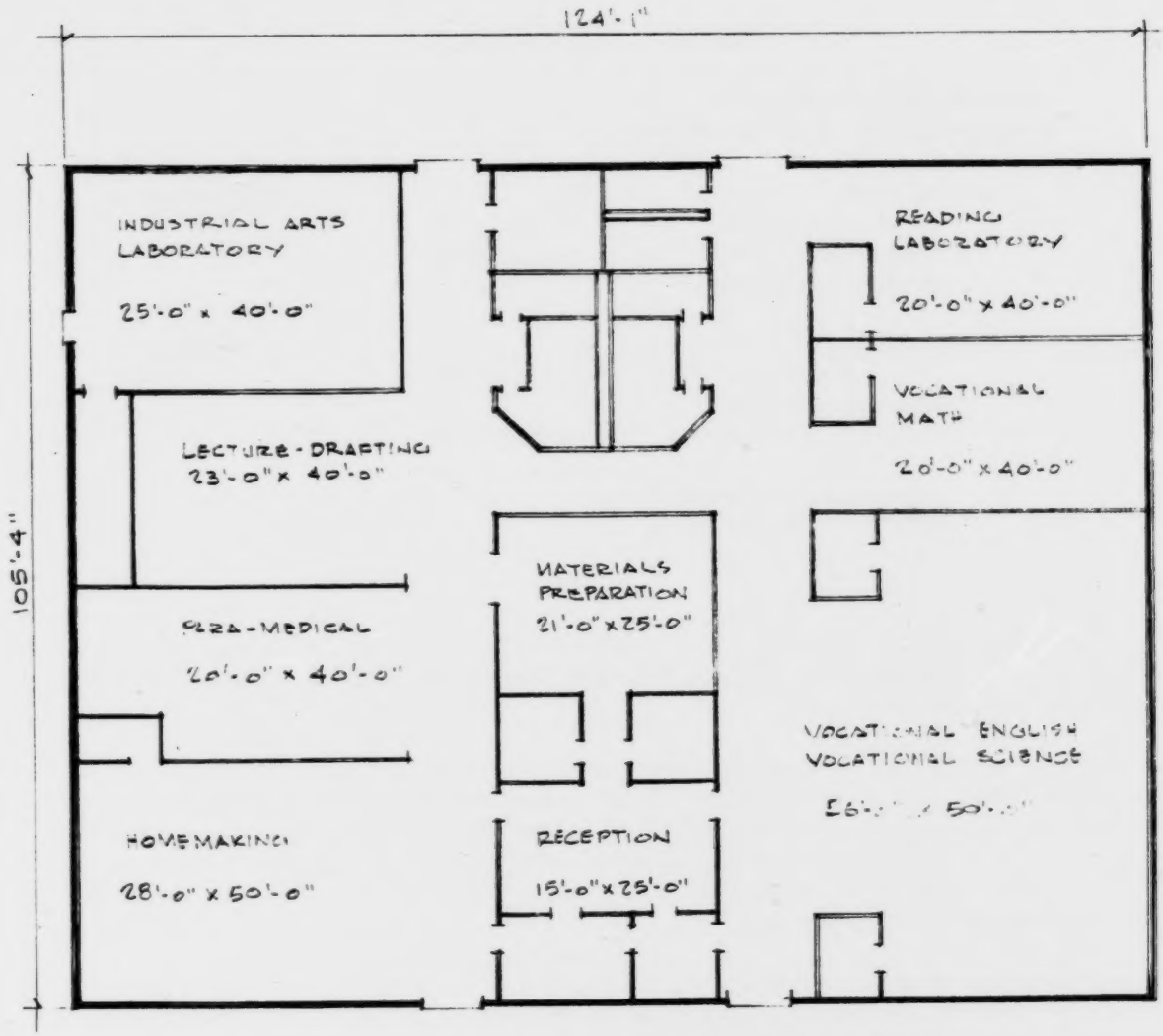
Superintendent: Ray L. Williams
Architects: McBride and Parker

With a maximum capacity of 157 students, the Exceptional Learning Center at Ft. Myers High School, Ft. Myers, currently serves all educable mentally retarded students, 14 years of age and older, in Lee County. Projected enrollment for the 1972-73 school year will include physically handicapped and emotionally disturbed students, as well as those with specific learning disabilities.

Diagnostic evaluation, pre-vocational training, and vocational training/work experience are the three major phases of the four-year program. Students participate in the high school's lunchroom, physical education, and assembly programs; additional fusing for typing, art, music, and special activities occurs on a selective basis as the result of ongoing evaluations. Integration into the high school is also facilitated by homeroom assignments with regular students for all but the most severely involved of the Center's students. Students completing the Center's program receive diplomas in the graduation ceremonies of Ft. Myers High School.

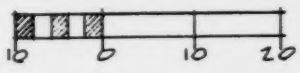
General supervision of the Exceptional Learning Center is the responsibility of the principal of Ft. Myers High School, and an assistant principal assigned to this facility. The instructional staff consists of five functional academics teachers; four vocational education teachers in the areas of homemaking, industrial arts, agriculture, and para-medical training; and three counselors, including two in vocational rehabilitation.

The Exceptional Learning Center's semi-open design facilitates student movement between academic and vocational areas. Three teaching stations, partitioned only by movable storage/sight barriers, can be opened into one large area to accommodate the entire student body of the Center; this area also provides an excellent location for county-wide inservice education and staff meetings for exceptional child personnel.



EMR FACILITY

FT. MYERS SENIOR HIGH SCHOOL
LEE COUNTY



ST. LUCIE COUNTY

EMR Facilities
Ft. Pierce Central High School
Ft. Pierce, Florida

GENERAL INFORMATION

Area of Building: 5,191 sq. ft.
Building Capacity: 85 students (ages 15-21)

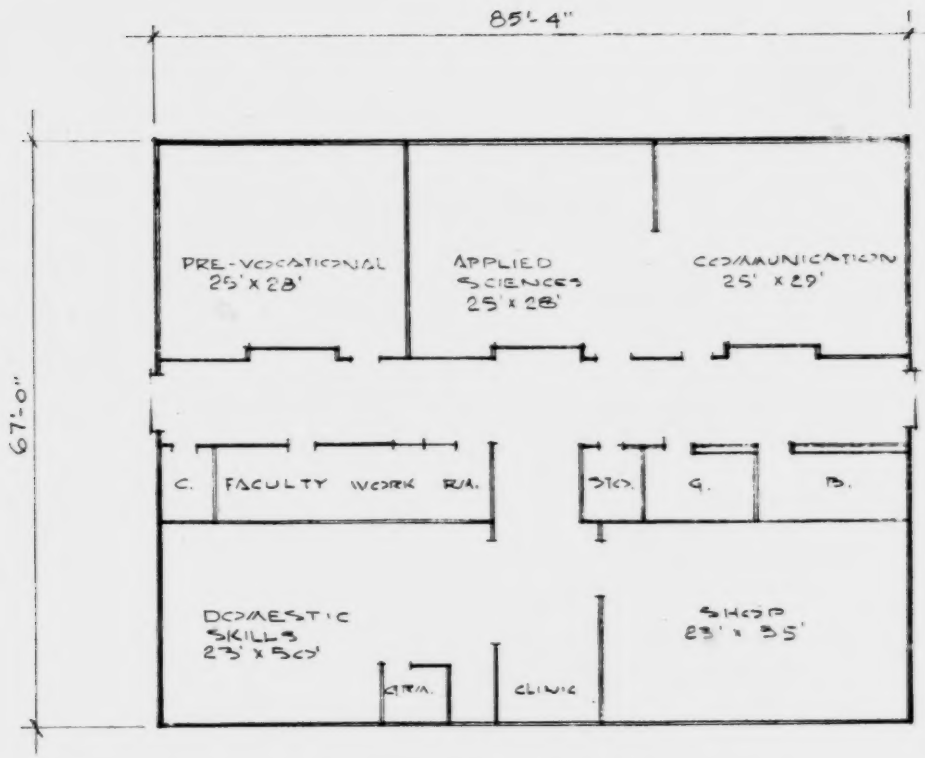
Building Cost:		$146,200.00
Local Expenditures	$ 22,200.00	
State Expenditures	$124,000.00	
Federal Expenditures		
Equipment Cost:		$ 36,000.00
Local Expenditures	$ 5,000.00	
State Expenditures		
Federal Expenditures	$ 31,000.00	

Superintendent: J. Walter Hebb
Architects: Starratt-Asklof

This facility is located at Ft. Pierce Central High School, a consolidated high school serving all tenth through twelfth-graders in St. Lucie County. Its student body is comprised of 70 educable mentally retarded students, ages 15 or older.

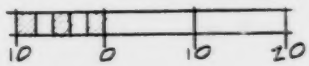
The program is planned as a three-year sequence leading to employment within the community. This sequence includes pre-vocational training with a bias toward academics in the tenth grade, and expanded vocational training involving in-school work experience in the eleventh grade; the twelfth-grade phase is allocated primarily to work experience in the community, with academic training directly correlated with job placement. Upon successful completion of the prescribed course work, students are awarded a regular diploma.

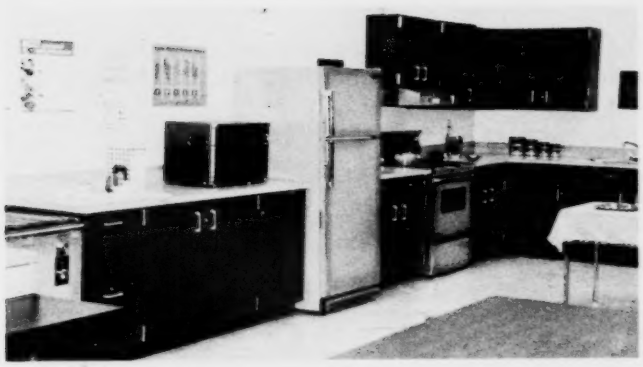
The staff includes a department head who has the responsibility of insuring that the specified curriculum is followed, and serves in a consultative role to teachers. Three teachers, two of whom hold dual certification in vocational and in exceptional child education, and two aides complete the staff. A vocational rehabilitation counselor spends a portion of each school day at this facility to provide job counseling, placement, and follow-up for students in the work experience program. Specific vocational skill training is provided on an individual basis by community resource persons, and support is provided by the local Chamber of Commerce in work experience and job placement activities.

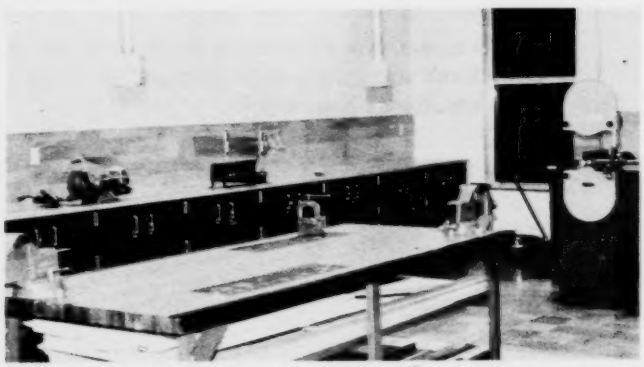


E. M. R. FACILITIES

FORT PIERCE CENTRAL HIGH SCHOOL
ST. LUCIE COUNTY, FLORIDA







Occupational Training Facilities
Hobbs Middle School
Milton, Florida

GENERAL INFORMATION

Area of Building: 4,264 sq. ft.
Building Capacity: 60 students (ages 12-14)

Building Cost:		$83,924.44
Local Expenditures	$ 3,924.44	
State Expenditures	$80,000.00	
Federal Expenditures		
Equipment Cost:		$ 7,162.54
Local Expenditures	$ 7,162.54	
State Expenditures		
Federal Expenditures		

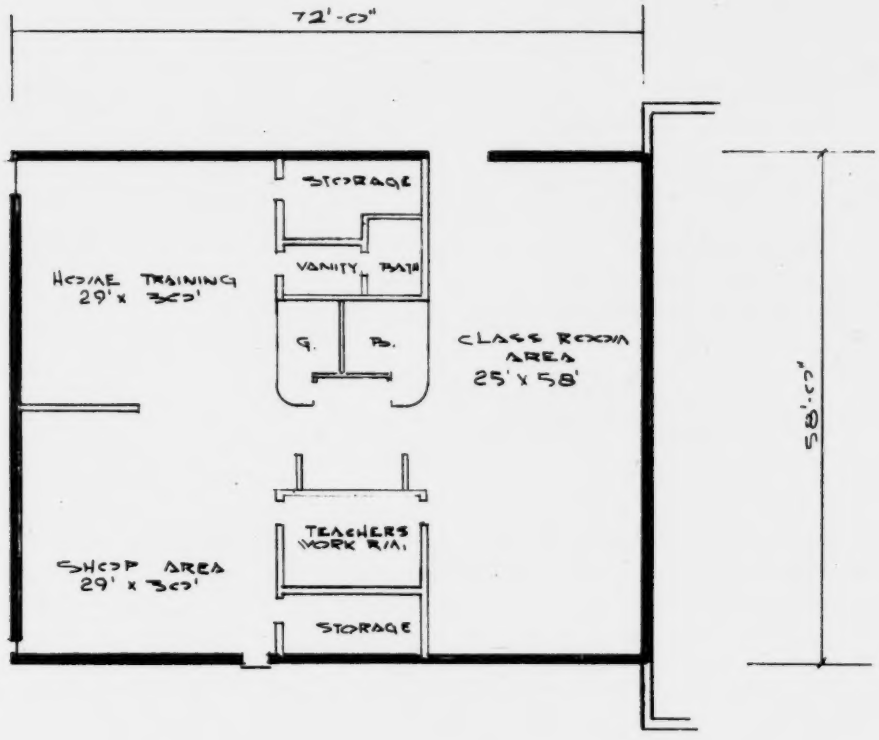
Superintendent: Radford M. Locklin
Architects: Marshall-McNeal Architects

Comprised of three teaching stations attached to the northeast wing of Hobbs Middle School, this facility serves all educable mentally retarded students, ages 12-14, in the Milton area.

Sequences in functional academic skills, including communication, mathematics, science, and social studies, and in pre-vocational training, including family and community living, are provided in the three-year program. Enrichment activities are made available through the middle school program.

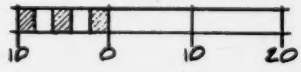
Three teachers, one of whom is responsible for coordination, planning, and programming, comprise the instructional staff. Supportive services are provided by an itinerant speech therapist and Hobbs Middle School's guidance counselor.

These occupational training facilities at Hobbs Middle School utilize an open-space design with areas allocated for academic, pre-vocational skills, and domestic skills training. Special features include a teacher-planning and conference room, girls' vanity area, and a car-wash patio.



OCCUPATIONAL TRAINING FACILITIES

HOBBS MIDDLE SCHOOL
SANTA ROSA COUNTY, FLA.



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Exceptional Education Facilities

Sanford Middle School
Sanford, Florida

Altamonte Springs Middle School
Altamonte Springs, Florida

GENERAL INFORMATION

Area of Building: 5,200 sq. ft.
Building Capacity: 54 students (ages 13-15)

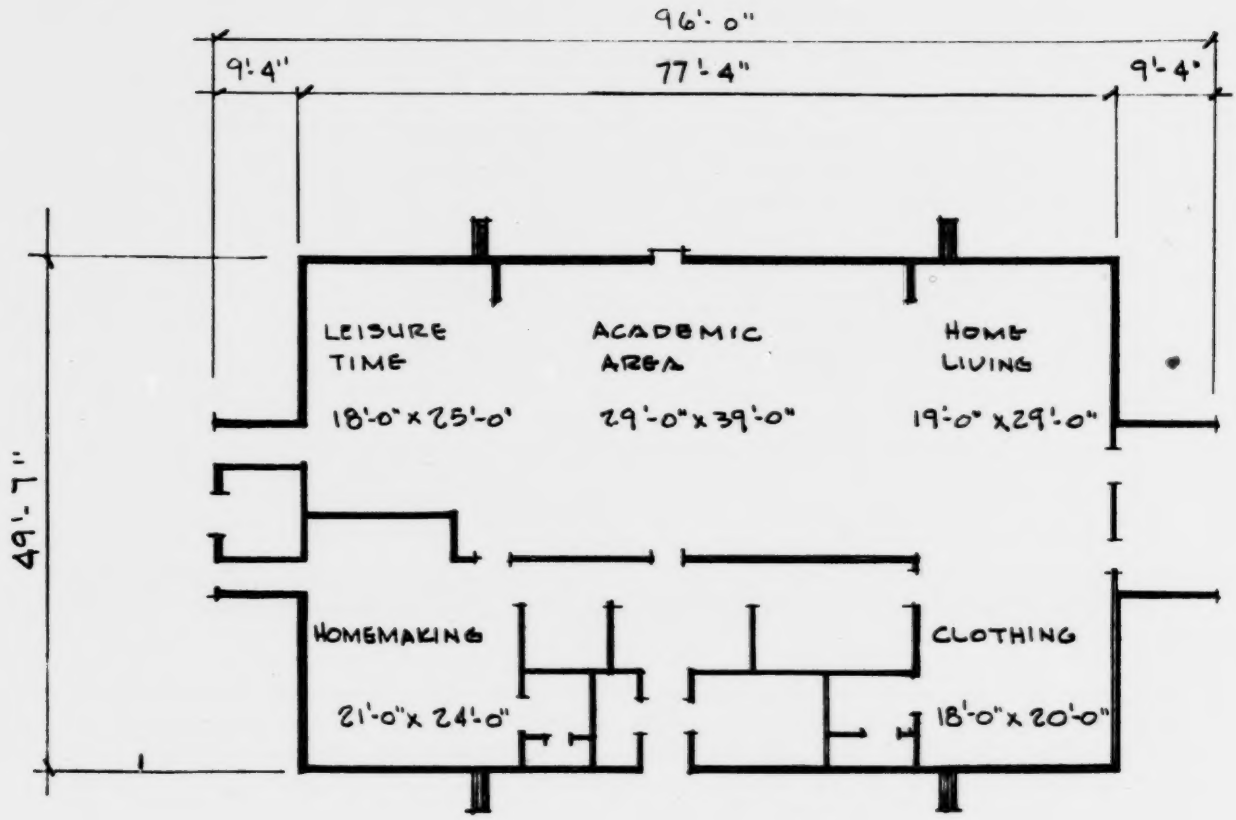
Building Cost:		$163,000.00
Local Expenditures	$ 8,000.00	
State Expenditures	$155,000.00	
Federal Expenditures		
Equipment Cost:		$ 33,400.00
Local Expenditures		
State Expenditures	$ 5,400.00	
Federal Expenditures	$ 28,000.00	

Superintendent: William Layer
Architects: Carl O. Gutman

Identical facilities attached to middle schools in Sanford, the northern end of the county, and in Altamonte Springs, the southern part of the county, serve Seminole County's educable mentally retarded students, ages 13-15.

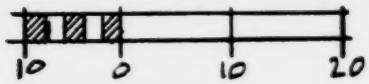
Occupational exploration, the third phase in a total sequential instructional program for the educable mentally retarded, is the basic goal of these middle school programs. Food preparation and serving, kitchen maintenance, household maintenance, beauty care, and other aspects of home economics are offered in the vocational education unit. A social living unit emphasizes grooming, health, social attitudes, and safety and work habits. The functional academics program relates math, reading, language arts and science to vocational exploration. Small home repairs, plumbing, woodworking, electrical maintenance, and yard work are included in the industrial unit of the program.

At each facility, the instructional team consists of three exceptional child education teachers and one vocational education teacher. Itinerant speech instruction, psychological services, and social work services are available to the programs. Administrative services are provided through the principal, assistant principal, and guidance counselor at the respective middle schools.



EXCEPTIONAL EDUCATION

SEMINOLE COUNTY



EMR Facility
Mainland Senior High School
Daytona Beach, Florida

GENERAL INFORMATION

Area of Building: 4080 sq. ft.
Building Capacity: 45 students (ages 15-21)

Building Cost:		$87,035.00
Local Expenditures	$ 7,035.00	
State Expenditures	$80,000.00	
Federal Expenditures		
Equipment Cost:		$12,000.00
Local Expenditures	$ 5,000.00	
State Expenditures		
Federal Expenditures	$ 7,000.00	

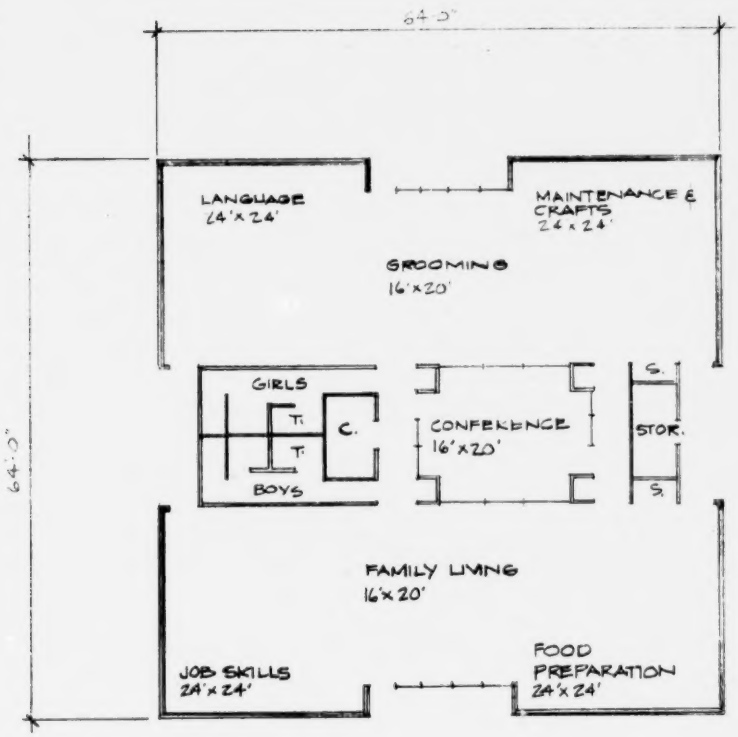
Superintendent: Raymond G. Dunne
Architects: Goman Associates

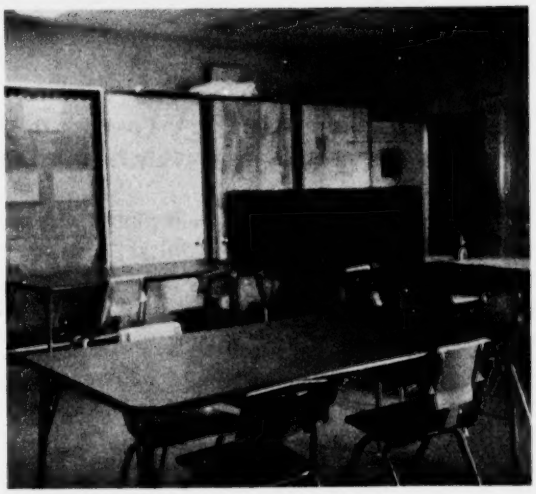
All secondary educable mentally retarded students in east Volusia County are transported to this facility, a three-teacher wing in close proximity to the main building of Mainland Senior High School, Daytona Beach.

Four sequences comprise the three-year instructional program. The first sequence, pre-vocational and vocational training, emphasizes functional academics and developmental skills in vocational areas and family and community living. In-school work experiences are provided in the second sequence. The third sequence entails part-time work experience in the community, with in-school activities based on needs identified by the job placement. The fourth sequence includes job placement and follow-up.

Two teachers, one certified in exceptional child education and the other in vocational education, work under the direction of a head teacher who is responsible for teaching related academic areas and for planning, programming, and scheduling of all students.

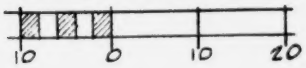
The east Volusia County facility for the educable mentally retarded is of semi-open space design and includes a job skills laboratory, a domestic skills area, a maintenance and crafts area, and a basic academics area. Teacher-planning and conference space, home-type toilets, and storage areas complete the floor plan.

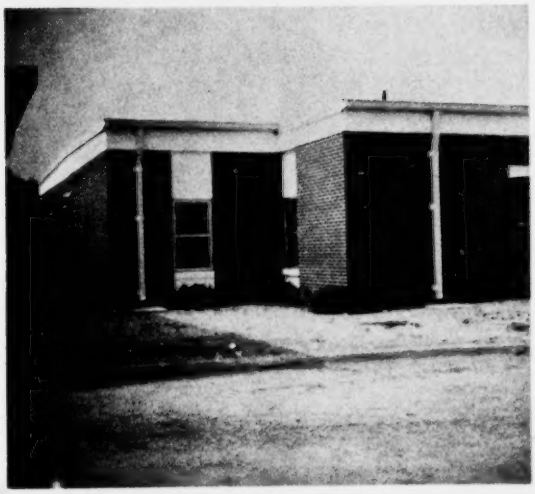




EMR

MAINLAND SENIOR HIGH, DAYTONA BEACH, FLA.
VOLUSIA COUNTY





WASHINGTON COUNTY

EMR Facilities
Chipley High School
Chipley, Florida

GENERAL INFORMATION

Area of Building: 3,370 sq. ft.
Building Capacity: 35 students (ages 14-18)

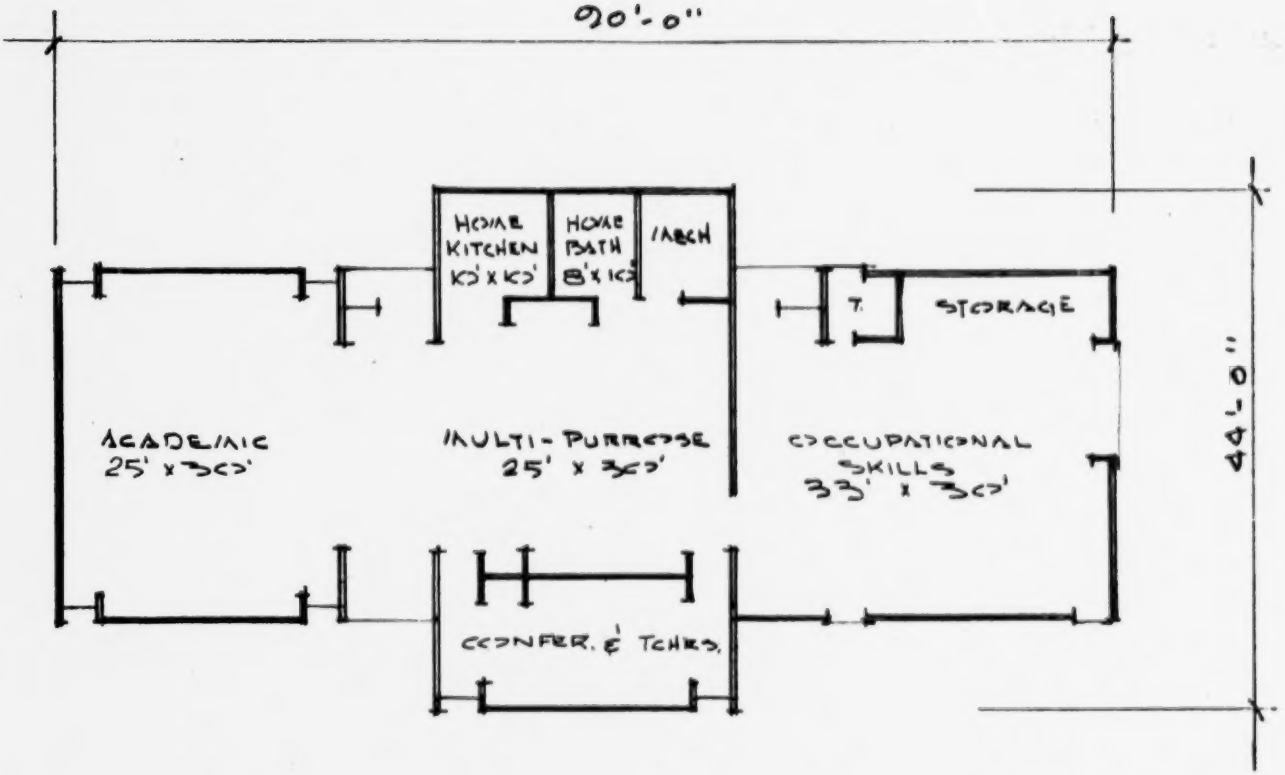
Building Cost:		$67,552.74
Local Expenditures	$ 3,823.74	
State Expenditures	$63,729.00	
Federal Expenditures		
Equipment Cost:		$11,750.00
Local Expenditures	$ 750.00	
State Expenditures		
Federal Expenditures	$11,000.00	

Superintendent: Dr. Al G. Lowe
Architect: Paul Donofro

This facility, located on the campus of Chipley High School, provides a senior high program for all secondary educable mentally retarded students, ages 14 and older, in Washington County.

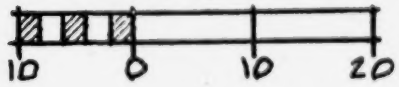
The instructional program places emphasis on developing pre-vocational skills and preparing students to live as independent adults. Students are integrated to the extent possible into the high school program; upon completion of the program, they receive a special diploma in graduation exercises at Chipley High School.

The staff consists of two teachers who team-teach in the academic areas; a third teacher has been requested for a homemaking unit.



E.M.R. FACILITIES

CHIPLEY HIGH SCHOOL
WASHINGTON COUNTY
CHIPLEY, FLORIDA



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SECTION TWO

FACILITIES FOR THE TRAINABLE MENTALLY RETARDED

1. Alachua County
2. Duval County
3. Escambia County
4. Hillsborough County
5. Marion County
6. Pinellas County

ALACHUA COUNTY

Center for the Trainable Mentally Retarded
Sidney Lanier Elementary School
Gainesville, Florida

GENERAL INFORMATION

Area of Building: 8,000 sq. ft.
Building Capacity: 64 students (ages 6-18)

Building Cost:		$145,000.00
Local Expenditures	$ 10,000.00	
State Expenditures	$135,000.00	
Federal Expenditures		
Equipment Cost:		$ 5,880.00
Local Expenditures		
State Expenditures	$ 5,880.00	
Federal Expenditures		

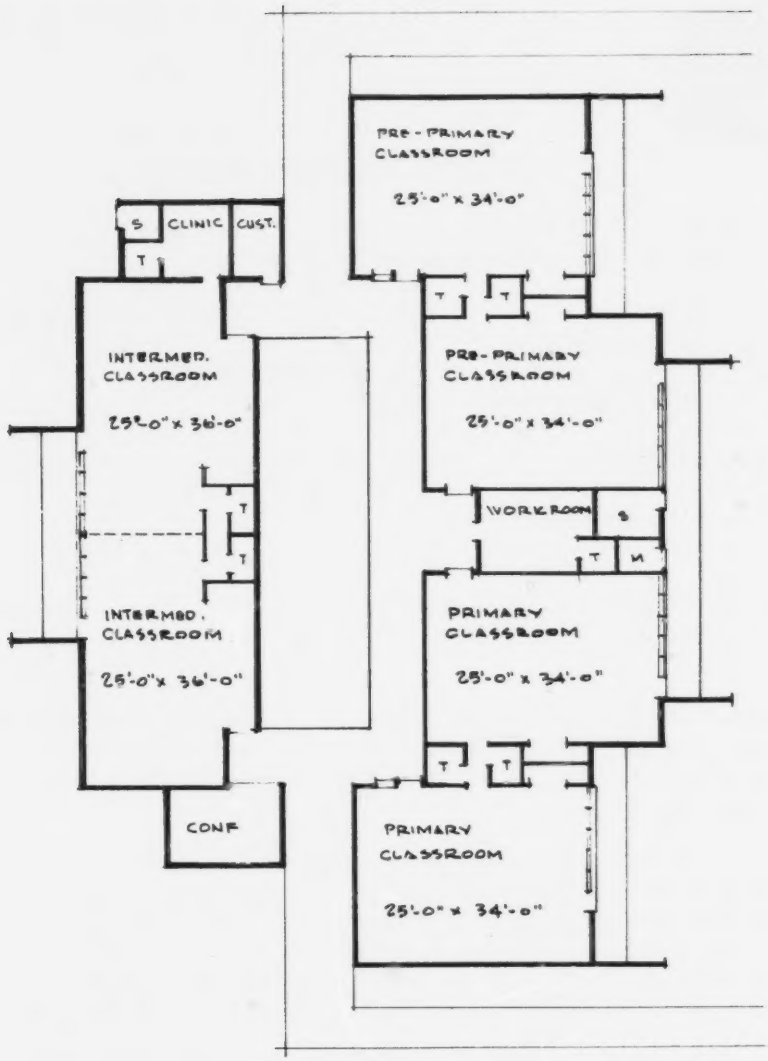
Superintendent: James W. Longstreth
Architect: James D. McGinley

Alachua County's Center for the Trainable Mentally Retarded, attached by a covered walkway to Sidney Lanier Elementary School in Gainesville, serves all TMR children, ages 6-18, in the county.

The Center's program provides instruction at three levels: primary (ages 6-10); intermediate (ages 11-14); and advanced (ages 15-18). Although students are grouped according to chronological age, provisions are also made for ability grouping in areas such as language development, for younger children, and pre-occupational skills, for advanced groups. Behavioral objectives are being developed for each level and area of the program.

Emphasis in the primary program is on basic self-help skills, language development, and socialization. At the intermediate level, instruction includes beginning academic skills as well as some pre-occupational activities. Training in all areas is continued in the advanced classes, with greater emphasis on skills in homemaking, home maintenance, horticulture, and simple woodworking.

Six classroom teachers and one itinerant speech therapist comprise the teaching staff. The Center is under the administrative responsibility of the principal of Sidney Lanier Elementary, and music and physical education teachers from the school work with the Center's teachers and students twice weekly.



CENTER FOR THE TRAINABLE MENTALLY RETARDED

SIDNEY LANIER ELEMENTARY SCHOOL

ALACHUA COUNTY

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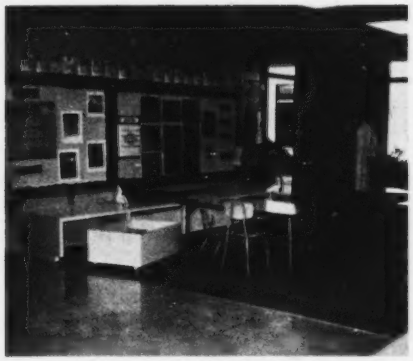


DUVAL COUNTY

Palm Avenue Exceptional Child Center
Jacksonville, Florida

GENERAL INFORMATION

Area of Building: 22,400 sq. ft.
Building Capacity: 150 students (ages 6-16)

Building Cost:		$396,731.00
Local Expenditures		
State Expenditures	$396,731.00	
Federal Expenditures		
Equipment Cost:		$ 40,309.00
Local Expenditures	$ 40,309.00	
State Expenditures		
Federal Expenditures		

Superintendent: Dr. Cecil D. Hardesty
Architects: William Morgan, AIA

Newest and most modern of Duval's three facilities for the trainable mentally retarded, the Palm Avenue Exceptional Child Center is located on a five-acre wooded site within the city limits of Jacksonville. Its five pavilions house approximately 170 students, ages 6-16, in an area comprising a total of 22,400 square feet.

The comprehensive training program is carefully structured to provide continuity and expansion of skills and understanding. The major program objective is to prepare moderately to severely retarded children and youth for their appropriate places in society through training related to social competence, language development, and vocational competence. Building upon previously-acquired skills through reinforcement, repetition, drill, and association, students progress through various instructional levels. Each of the pavilions in which the program is housed serves a special function in the training program.

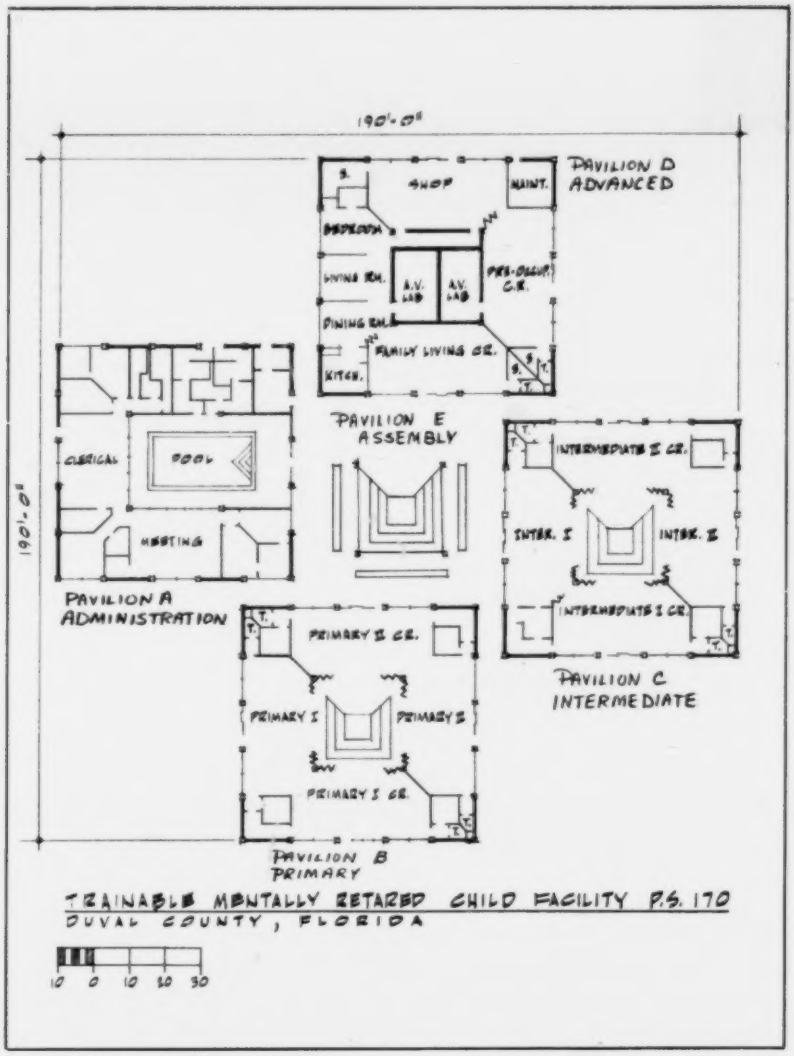
The pavilions housing the primary and intermediate level sections contain four classrooms each, plus center carpeted wells for audio-visual and enrichment activities. Accordion-type walls allow flexibility in teaching areas for large or small groups in one to five classrooms within each pavilion.

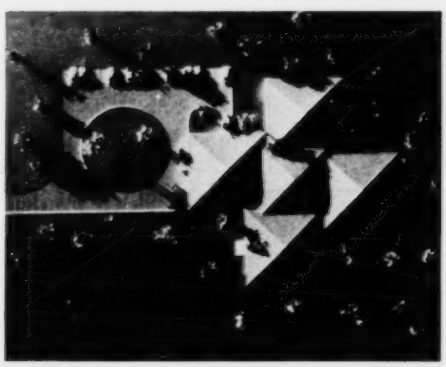
The advanced level pavilion is divided into a family living complex for teenage girls and a pre-occupational complex for teenage boys. The family living complex includes a classroom, apartment, and audio-visual lab for a program involving specific sequential skills in homemaking occupations. The pre-occupational unit includes a classroom, shop, and audio-visual lab as part of a program aimed at preparation for supervised employment.

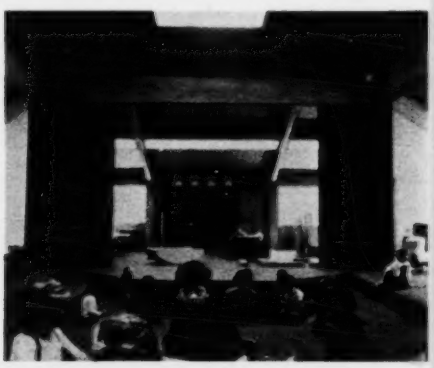
The central pavilion is a multi-purpose section for dining, physical education, and assembly. More than 90 students can be seated in a carpeted well, while room divider benches will accommodate an additional 100 people in folding chairs.

The pavilion housing the administrative section consists of a reception area, clerical and staff office, and supply rooms. There is also a conference room for observation of classroom teaching via closed circuit television. The main feature of this section is a therapy tank used by the occupational therapists in a program of swimming and related exercises vital to the students' total physical development. Locker rooms and a pool maintenance room are adjacent to the pool deck.

The Center's instructional staff consists of a coordinator, fourteen teachers, an occupational therapist, and a language pathologist, assisted by four teacher aides. Part-time services are provided by a psychologist and by a social worker.







The Palm Avenue Exceptional Child Center's non-institutional design, comprised of five pavilions resembling a cluster of small houses, was created to maintain a residential environment easily adaptable to varying group needs. Each of the pavilions serves a special function in the program for the trainable mentally retarded.

ESCAMBIA COUNTY

Petree School
Pensacola, Florida

GENERAL INFORMATION

Area of Building: 6,100 sq. ft.
Building Capacity: 135 students (ages 6-18)

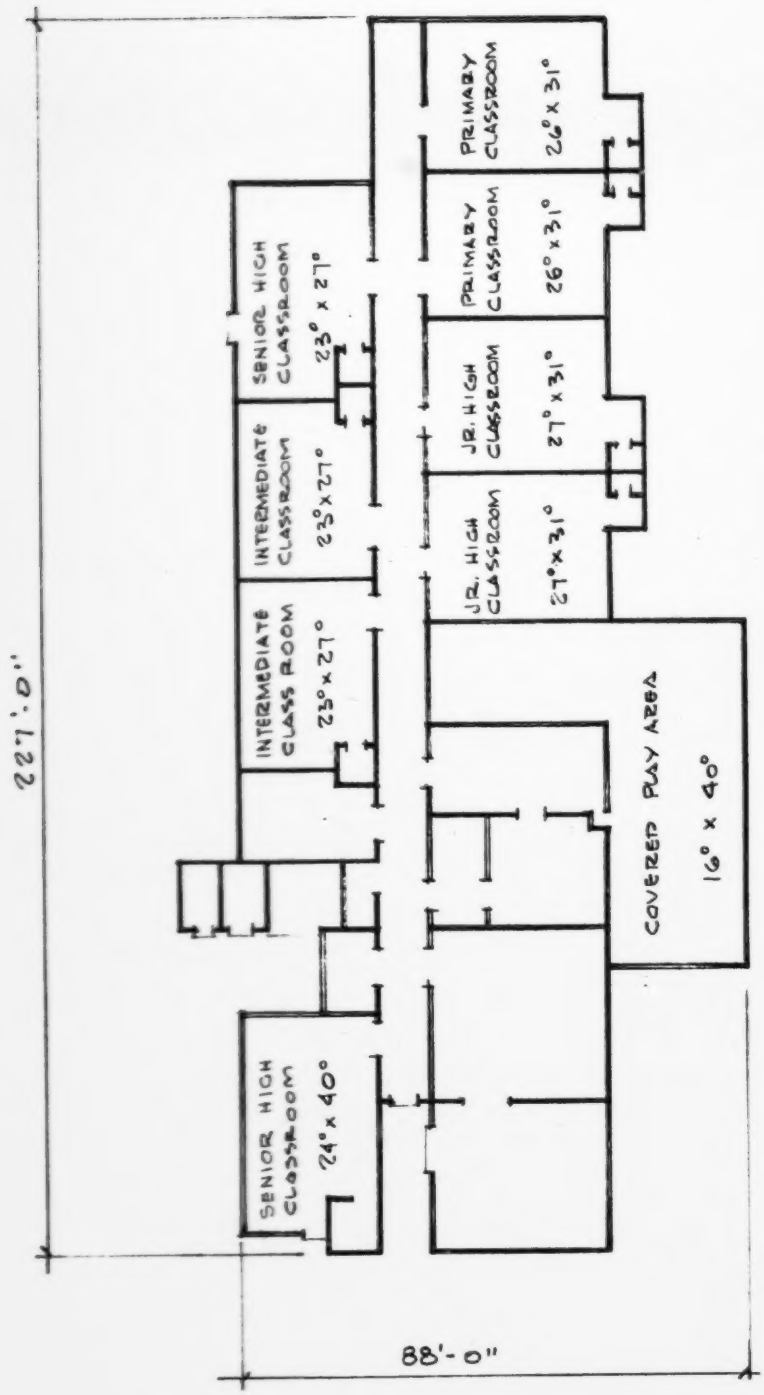
Building Cost:		$146,525.00
Local Expenditures		
State Expenditures	$146,525.00	
Federal Expenditures		
Equipment Cost:		$000,000.00
Local Expenditures		
State Expenditures		
Federal Expenditures		

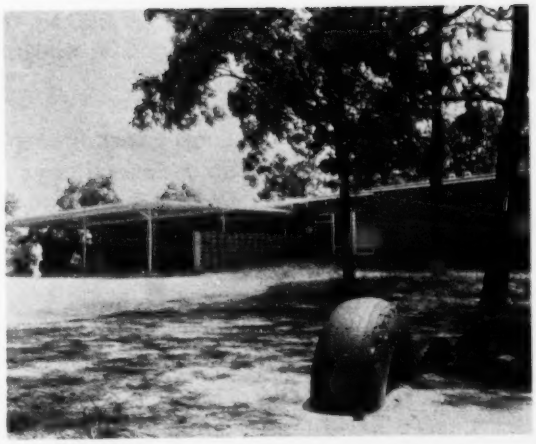
Superintendent: J. E. Hall
Architect: R. Daniel Hart

Petree School, one of two programs in Escambia County for the trainable mentally retarded, serves 68 students, ages 6-18, from the east side of the county.

Four instructional units comprise each school's program. Students are grouped by chronological age into primary (ages 6-8), intermediate (9-11), junior high (12-14), and senior high (15-18) levels of instruction. Basic self-help skills, language development, and socialization skills are emphasized throughout the program. Academics and pre-vocational skills are included for students beyond the primary level. Classes are generally self-contained, although team-teaching is utilized in certain areas.

Eight classroom teachers staff the Petree School program. Services of physical education, music, and art teachers, as well as a speech therapist, are shared with Judy Andrews School, a second facility for the trainable mentally retarded.


227'-0"
SENIOR HIGH CLASSROOM 24° x 40°
INTERMEDIATE CLASS ROOM 23° x 27°
INTERMEDIATE CLASSROOM 23° x 27°
SENIOR HIGH CLASSROOM 23° x 27°
JR. HIGH CLASSROOM 27° x 31°
JR. HIGH CLASSROOM 27° x 31°
PRIMARY CLASSROOM 26° x 31°
PRIMARY CLASSROOM 26° x 31°
COVERED PLAY AREA 16° x 40°
88'-0"



EXCEPTIONAL EDUCATION CENTER

PETREE HIGH SCHOOL
ESCAMBIA COUNTY

10 0 10 20

HILLSBOROUGH COUNTY

DeForrest LaVoy School
Jefferson Senior High School
Tampa, Florida

GENERAL INFORMATION

Area of Building: 22,500 sq. ft.
Building Capacity: 200 students (ages 7-16)

Building Cost:		$643,211.73
Local Expenditures	$153,211.73	
State Expenditures	$490,000.00	
Federal Expenditures		
Equipment Cost:		$ 41,000.00
Local Expenditures	$ 41,000.00	
State Expenditures		
Federal Expenditures		

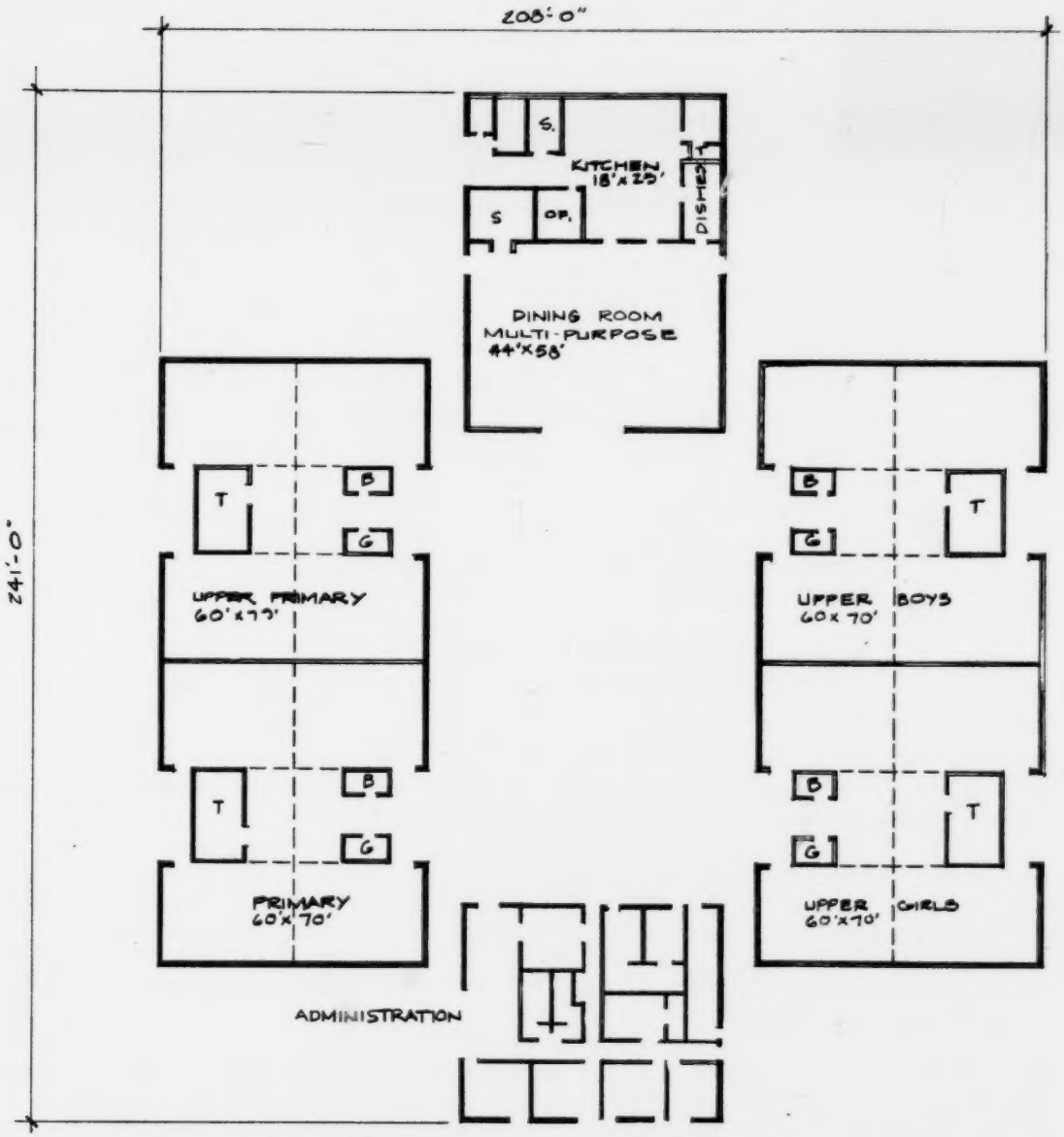
Superintendent: Raymond O. Shelton
Architects: Reynolds, Hill and Smith

The LaVoy School for the Trainable Mentally Handicapped is on the grounds of Roland Park School, a sixth-grade center, and Jefferson Senior High School, Tampa. Two hundred students between the ages of 7-16 are currently enrolled; this age range will be extended to include students to 18 years of age by 1973-74.

The school program is divided into three instructional groups: primary (ages 7-10), intermediate (11-12), and advanced (13-16). Assigned to pods according to chronological age, children are continually regrouped on the basis of designated abilities.

Emphasis in the primary and intermediate programs is on language development, socialization, self-help, music, eye-hand coordination, spatial relationships, building concepts, perceptual development, physical activities, reading, and number readiness. In the advanced program, activities focus on work habits and attitudes, homemaking, advanced arts and crafts, and shop.

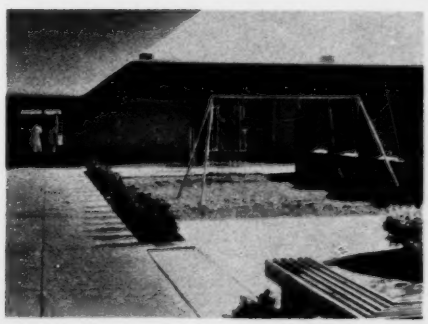
Instructional staff consists of a principal, sixteen classroom teachers, a physical education instructor, and an industrial arts instructor. A music teacher, a speech therapist, and a social worker comprise part-time staff. Consultative services for the blind are also available. Foster grandparents work at the school for four hours a day. Exceptional Child Education attendants ride the buses on which students are transported, and assist at the school during the day. A school nurse from the County Health Department visits the school regularly, and University of South Florida interns assist in the perceptual development program.



EXCEPTIONAL CHILD FACILITY

DEFORREST & LAVOY, TAMPA
HILLSBOROUGH COUNTY

10 0 10 20



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MARION COUNTY

Hillcrest School
Ocala, Florida

GENERAL INFORMATION

Area of Building: 11,461 sq. ft.
Building Capacity: 70 students (ages 6-18)

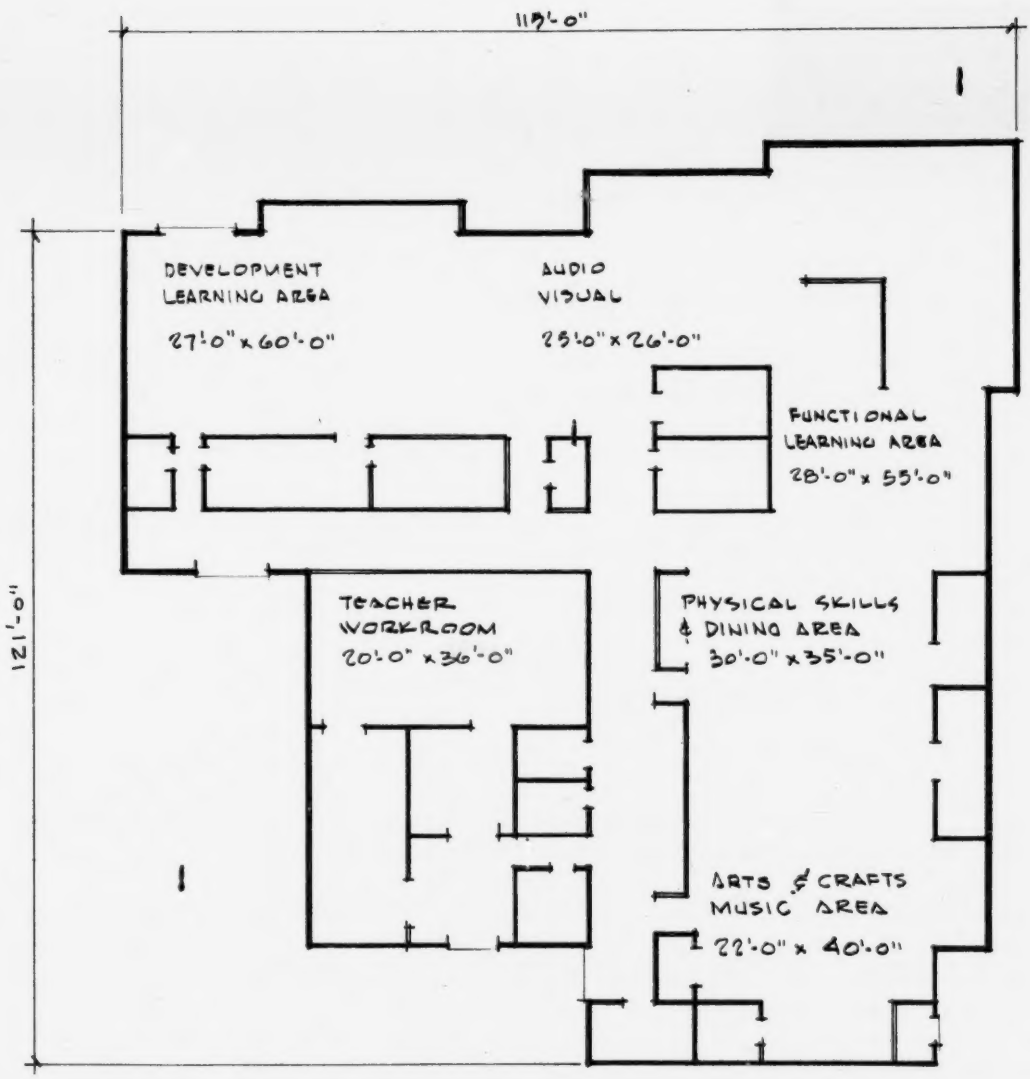
Building Cost:		$213,103.46
Local Expenditures	$ 53,103.46	
State Expenditures	$160,000.00	
Federal Expenditures		
Equipment Cost:		$ 15,336.47
Local Expenditures	$ 11,336.47	
State Expenditures	$ 4,000.00	
Federal Expenditures		

Superintendent: Robert M. Dunwoody
Architect: John Christoff

Centrally located in Ocala, county seat and largest city in Marion County, Hillcrest School provides a program for 70 trainable mentally retarded students, ages 6-18.

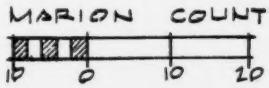
Although students are assigned by chronological age to one of three instructional levels, including primary (ages 6-10), intermediate (11-14), and advanced (15-18), Hillcrest School's open space-design allows grouping flexibility according to students' abilities and programming needs. Based on a curriculum guide published by the Department of Education, the instructional program consists of developmental sequences in the areas of social behavior, self-care, communication, basic knowledge, practical skills, and body usage.

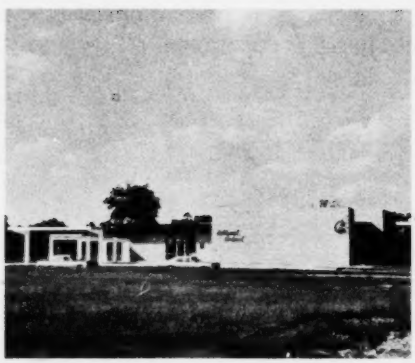
The school staff consists of a teaching principal, five teachers, two teacher aides, a secretary, and a custodian. Part-time services are provided by a speech therapist, an art specialist, a music specialist, a school social worker, and a health nurse. School psychologists are on call. Additional program services are staffed by volunteers such as FFA and FTA clubs and high school physical education students.

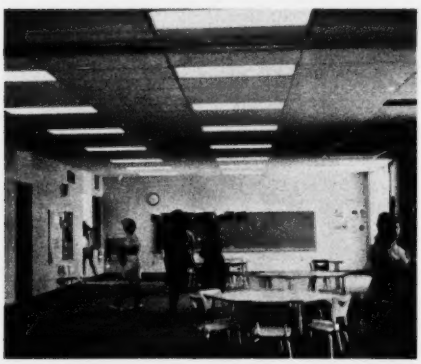


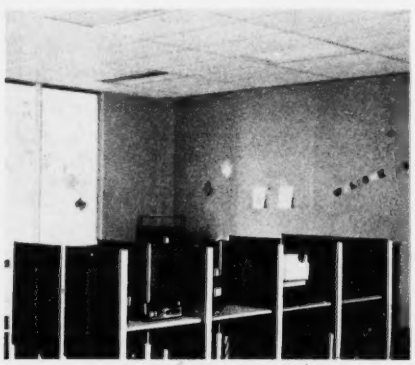
TMR SCHOOL

MARION COUNTY









PINELLAS COUNTY

Parkland Exceptional Child Education Facility
Pinellas Park, Florida

GENERAL INFORMATION

Area of Building: 8,275 sq. ft.
Building Capacity: 120 students (ages 6-21)

Building Cost:		$200,000.00
Local Expenditures		
State Expenditures	$200,000.00	
Federal Expenditures		
Equipment Cost:		$ 5,000.00
Local Expenditures	$ 5,000.00	
State Expenditures		
Federal Expenditures		

Superintendent: Gus Sakkis
Architect: Ed Walker

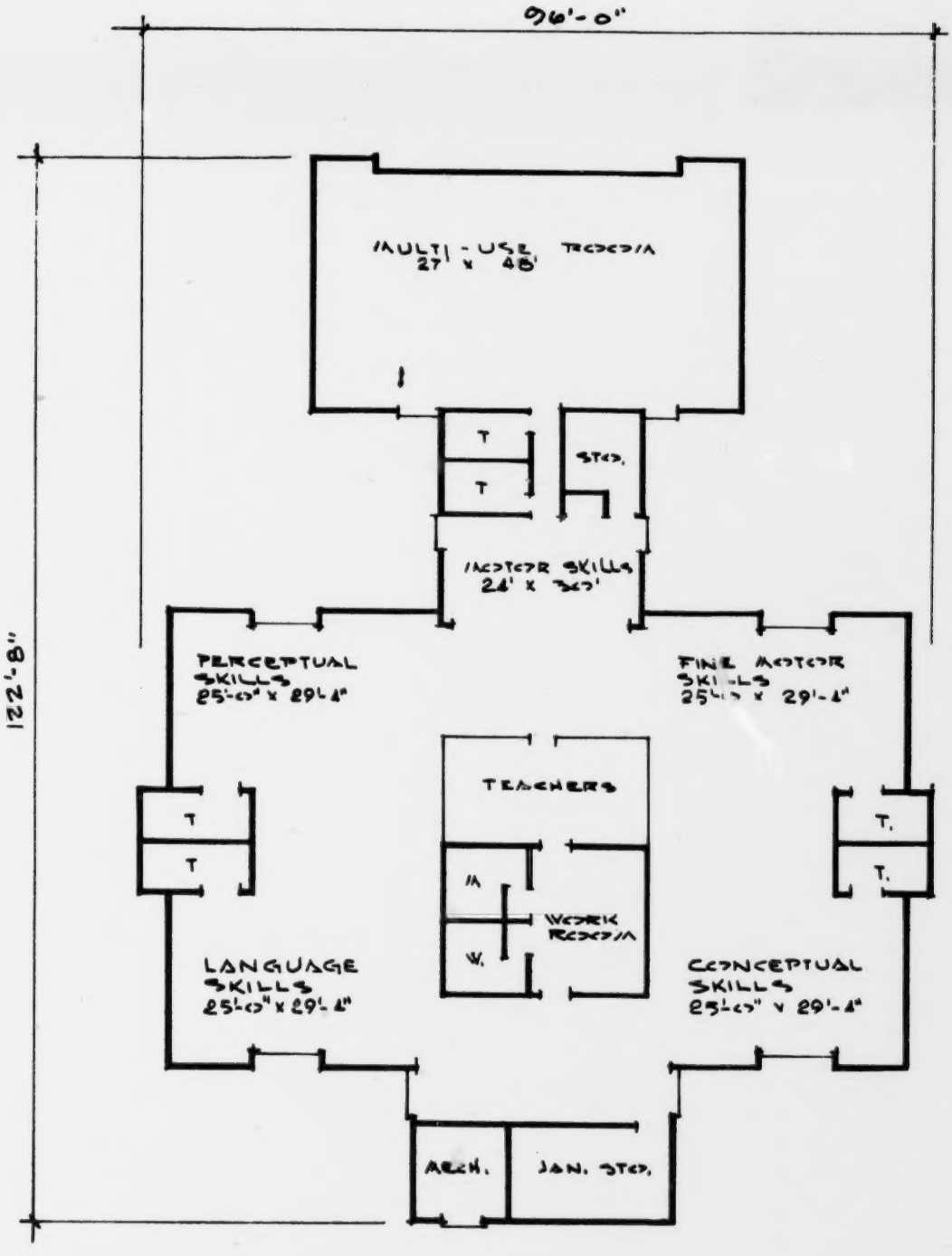
The Parkland Exceptional Child Education Center, located on a ten-acre site in Pinellas Park, provides a program for 120 trainable mentally retarded students, ages 6-21.

Students are grouped into primary, intermediate, and homemaking/vocational agriculture programs. The primary program utilizes two self-contained classrooms and the open-space area, to which five groups are assigned. For students at this level (ages 6-9), the program emphasizes self-care skills, language development, motor skills, and social adjustment.

For intermediate students (ages 10-13), learning experiences include language development, perceptual skills, conceptual skills, socialization, and physical education. A ceramics program serves as a vehicle for developing acceptable work habits.

For older students (ages 14-21), program emphasis is on homemaking and vocational agriculture. An appropriately-equipped homemaking area and apartment involves girls in household tasks; pre-vocational experience in food services is also provided for these students through participation in the school lunch program. Boys are offered work experiences in landscaping, lawn maintenance, vegetable gardening, ornamental horticulture, and plant propagation.

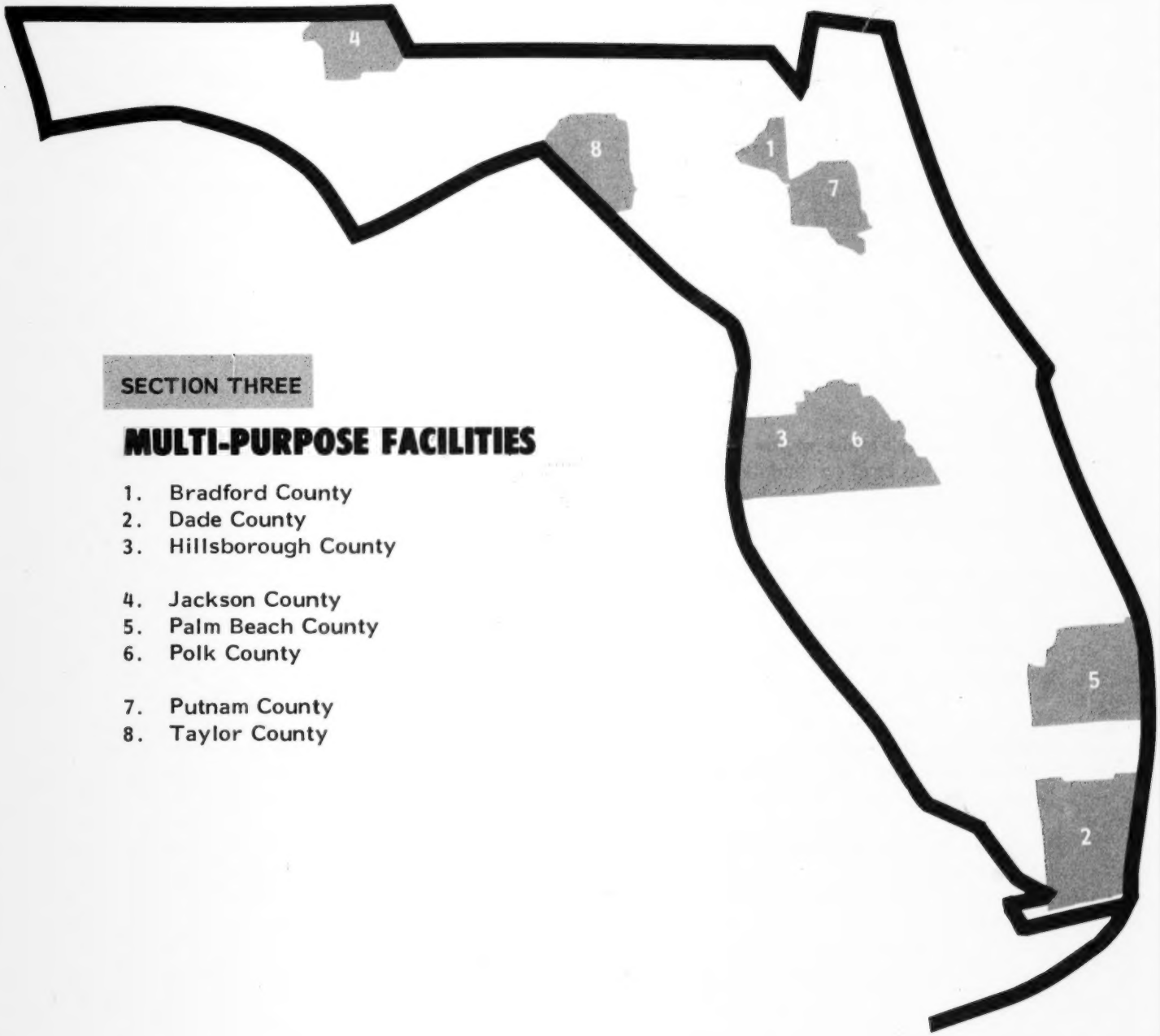
Eighteen teachers and a principal comprise the instructional staff. Art, music, speech, psychological services, health services, and social casework are provided on an itinerant basis. A vocational rehabilitation counselor is housed in the school.



EXCEPTIONAL CHILD CENTER

PINELLAS PARK, PINELLAS COUNTY, FLORIDA

10 0 10 20



SECTION THREE

MULTI-PURPOSE FACILITIES

1. Bradford County
2. Dade County
3. Hillsborough County

4. Jackson County
5. Palm Beach County
6. Polk County

7. Putnam County
8. Taylor County

BRADFORD COUNTY

Learning Laboratory for Exceptional Students
Bradford Middle School
Starke, Florida

GENERAL INFORMATION

Area of Building: 3,860 sq. ft.
Building Capacity: 72 students (ages 11-16)

Building Cost:		$106,000.00
Local Expenditures	$ 16,000.00	
State Expenditures	$ 90,000.00	
Federal Expenditures		
Equipment Cost:		$ 11,500.00
Local Expenditures	$ 1,500.00	
State Expenditures	$ 5,000.00	
Federal Expenditures	$ 5,000.00	

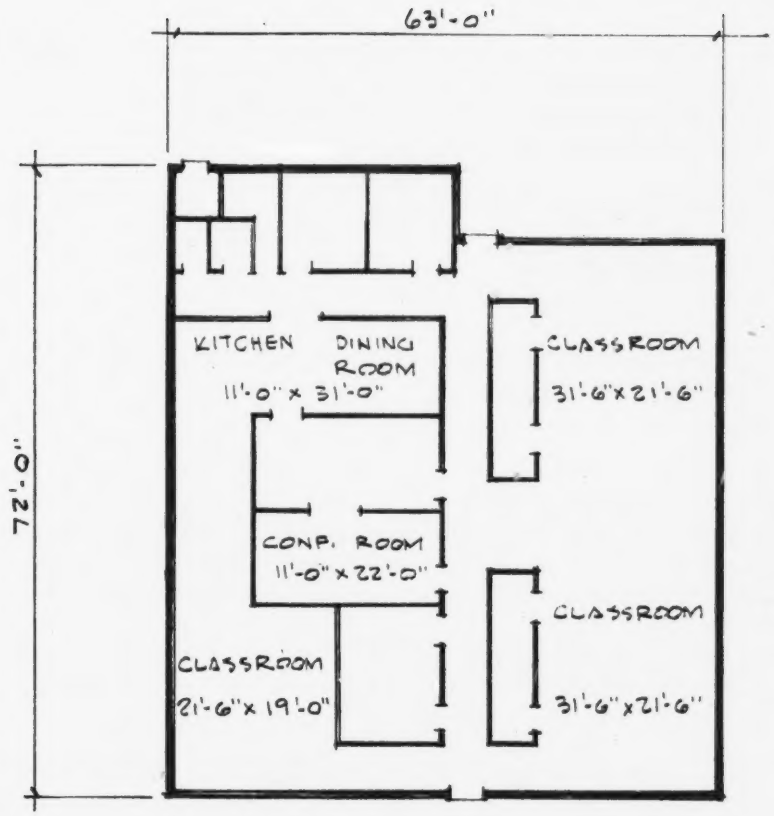
Superintendent: Thomas L. Casey, Jr.
Architect: Don Morgan

Bradford County's multi-purpose facility is part of a building housing a full-size gymnasium and two art classrooms at Bradford Middle School, Starke, Florida. The learning laboratory provides programs for 72 children, ages 11-15, who are educable mentally retarded, trainable mentally retarded or manifest specific learning disabilities.

Educable mentally retarded students attend the learning laboratory on a part-time basis. Where reasonable success can be assured, these students function in programs with the regular middle school students as well as in the exceptional education program. Instructional emphasis in the learning laboratory is in the basic skills of reading, writing and mathematics, with secondary emphasis in pre-vocational skills.

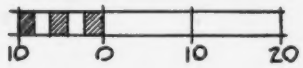
The program for the trainable mentally retarded students is designed to stimulate growth and foster healthful attitudes toward living. Emphasis is on social and emotional adjustment; physical development and the improvement of motor coordination; the acquisition of communication skills; and self-care, health and safety habits. Students are assigned to this class on a full-time basis.

Students who have identified specific learning disabilities are assigned to the laboratory and pursue individualized, prescriptive programs including social and emotional adjustment, perceptual training, basic academic skills and skills of thinking and generalization. Assignment to this program is on a part-time basis.



TMR FACILITY

BRADFORD MIDDLE SCHOOL
BRADFORD COUNTY



The semi-open space design of Bradford County's Learning Laboratory for Exceptional Students features an occupational skills lab, a domestic skills area, a movement exploration area, and two classrooms for basic academics.

DADE COUNTY

Special Education Facilities
Arcola Lake Elementary School
Miami, Florida

GENERAL INFORMATION

Area of Building: 20,000 sq. ft.
Building Capacity: 150 students (ages 3-11)

Building Cost:		$595,000.00
Local Expenditures	$208,000.00	
State Expenditures	$387,000.00	
Federal Expenditures		
Equipment Cost:		$ 61,304.00
Local Expenditures	$ 61,304.00	
State Expenditures		
Federal Expenditures		

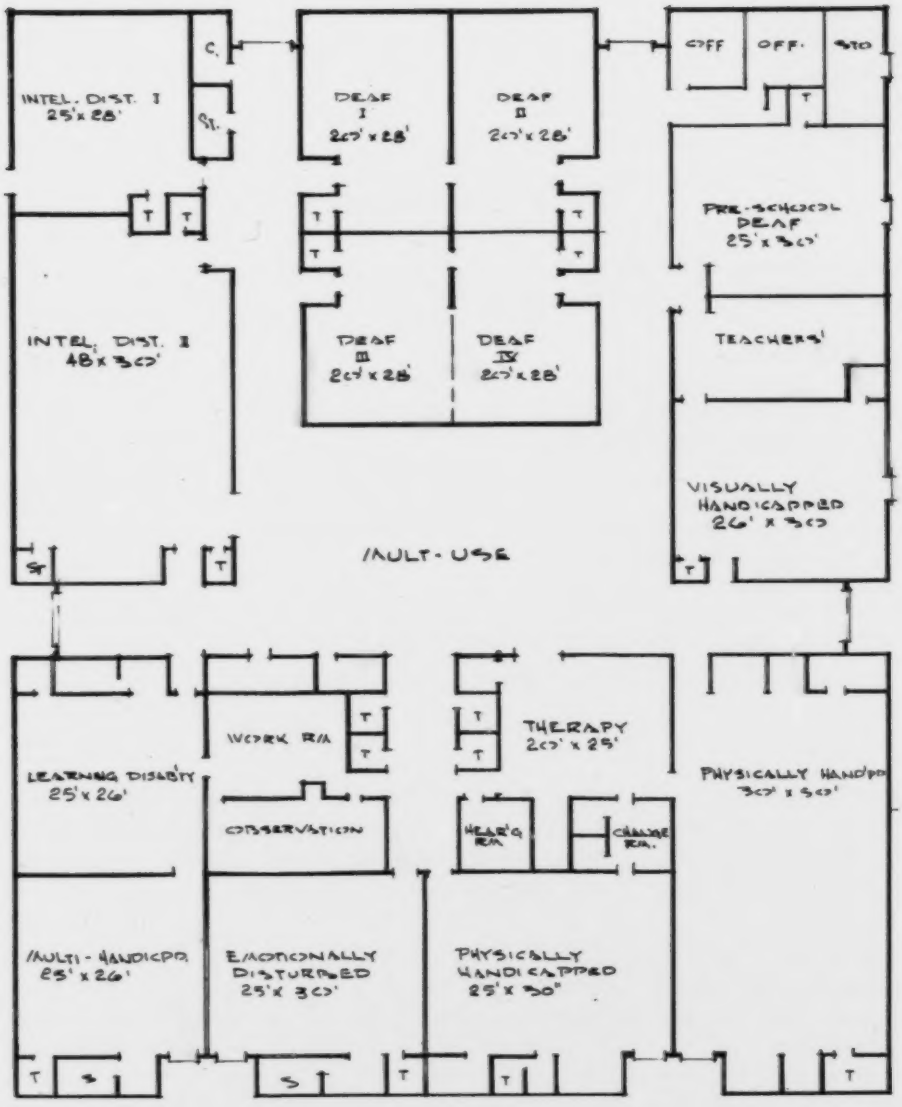
Superintendent: Dr. E. L. Whigham
Architect: Blair Wright

An addition to Arcola Lake Elementary School in the north central district of Dade County, this comprehensive center serves approximately 150 children with various disabilities, including the learning-impaired, visually-impaired, physically-handicapped, trainable and educable mentally retarded, and children who are learning disabled, in sixteen pre-school and elementary classes.

The center is part of the total school program. Students are fused, on an individual basis, into regular academic classes, and participate regularly in all enrichment programs, such as music, art, physical education, and home economics, offered at Arcola Lake Elementary.

Open-space areas of the center permit flexibility in class organization and facilitate team-teaching. Students are cross-grouped, on the basis of individual needs, for academic instruction and for activities related to basic self-help skills, language development, socialization, and pre-vocational exploration. The commons area makes possible a variety of enrichment activities, such as movement education, films, music, plays, entertainment, exhibits, band and other special projects.

Seventeen exceptional child teachers, including a head teacher responsible for curriculum and program development, comprise the instructional staff; the program is administered by the principal of Arcola Lake Elementary. A speech director is assigned full-time to the center, and psychological and visiting teacher services are available. Part-time services in physical and occupational therapy are provided through the Rehabilitation Center of Crippled Children and Adults.



SPECIAL EDUCATION FACILITIES

ARCOLA LAKE ELEMENTARY SCHOOL
DADE COUNTY, FLORIDA

10 0 10 20

HILLSBOROUGH COUNTY

Exceptional Child Education Building
Sligh Junior High School
Tampa, Florida

GENERAL INFORMATION

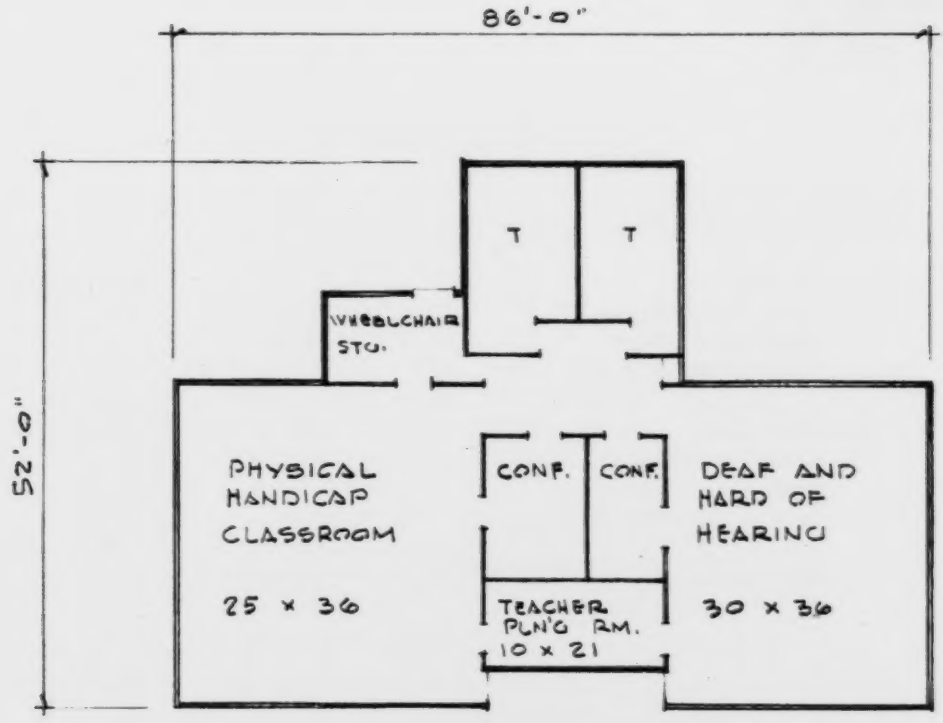
Area of Building: 3,879 sq. ft.
Building Capacity: 36 students (ages 12-15)

Building Cost:		$89,570.00
Local Expenditures	$50,202.00	
State Expenditures	$39,368.00	
Federal Expenditures		
Equipment Cost:		$12,000.00
Local Expenditures	$12,000.00	
State Expenditures		
Federal Expenditures		

Superintendent: Dr. Raymond O. Shelton
Architects: McElvy, Jennewein, Stefany & Howard

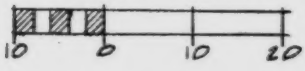
The Exceptional Education Building adjoining Sligh Junior High School, a seventh-grade center, serves a maximum of 18 hearing-impaired and 18 physically-handicapped students, ranging in age from 12-15, and provides continuity of programming for students enrolled in the program for the physically handicapped at Foster Elementary School, which is located on the same site.

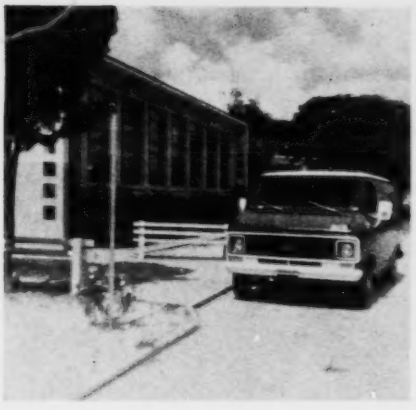
The instructional program is primarily academic, and students are mainstreamed whenever possible. Two teachers, one certified in deaf education and the other in motor disabilities, an exceptional child education attendant and a teacher aide comprise the staff. Assistance is provided by itinerant staff, including a psychologist, a social worker, resource teachers for the physically handicapped and for the visually impaired, a mobility instructor, a speech therapist, and a hearing therapist. Counseling services are provided by the Bureau of Blind Services. The staff also works closely with two teachers of the mentally handicapped housed at Sligh Junior High, and makes use of the kitchen area provided in that program.



EXCEPTIONAL CHILD EDUCATION BUILDING

SLIGH JUNIOR HIGH SCHOOL
HILLSBOROUGH COUNTY





JACKSON COUNTY

Hope School for Exceptional Children
Marianna, Florida

GENERAL INFORMATION

Area of Building: 10,645 sq. ft.
Building Capacity: 60 students (ages 5-21)

Building Cost:		$176,500.00
Local Expenditures	$ 6,500.00	
State Expenditures	$170,000.00	
Federal Expenditures		
Equipment Cost:		$ 14,000.00
Local Expenditures		
State Expenditures		
Federal Expenditures	$ 14,000.00	

Superintendent: Robert E. Childs
Architect: Paul Donofroe

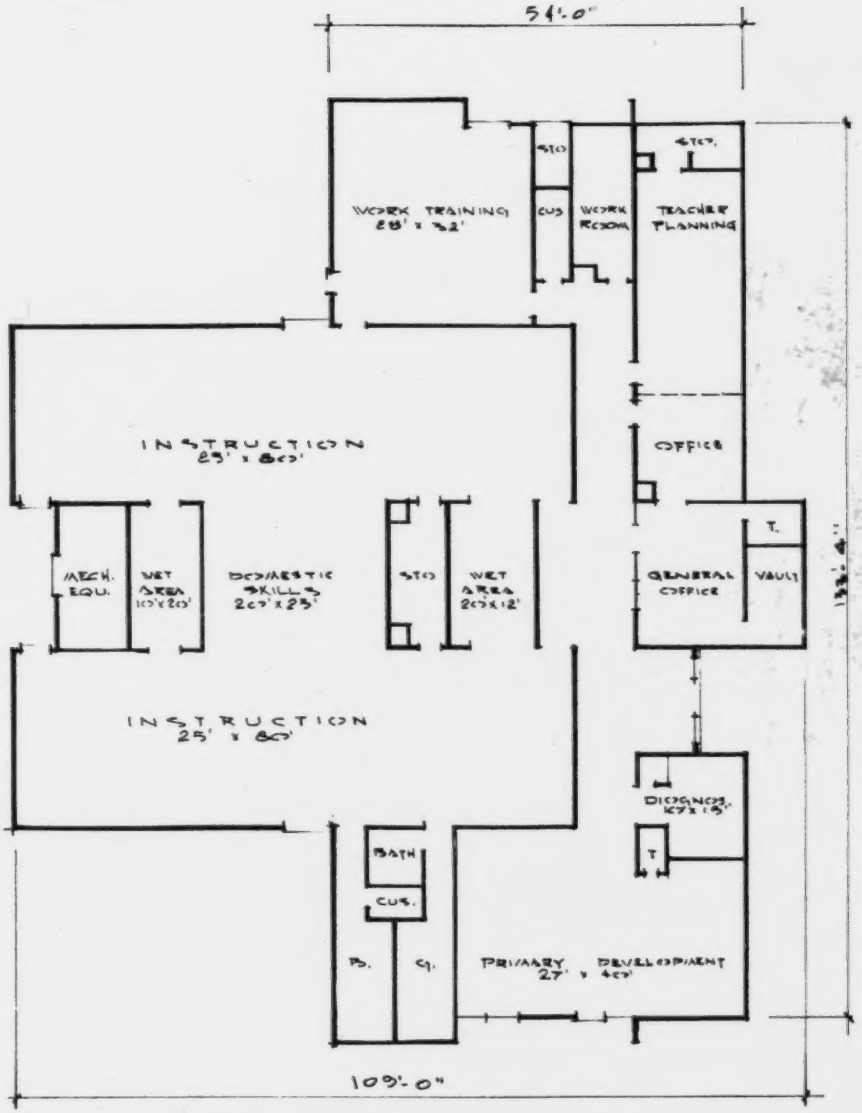
A regional facility serving Jackson, Calhoun, and Liberty Counties, Hope School is located south of Marianna, equidistant from the major population centers of these three counties. Presently operating at capacity, Hope School serves 60 students, ages 6-21; eleven of these students exhibit, in addition to mental retardation, other major handicapping conditions such as blindness, deafness, and serious orthopedic problems.

Students are assigned to one of four instructional groups: Primary (ages 6-9); Intermediate I (10-13); Intermediate II (11-15); and Senior (15-21). The primary program, a self-contained class, is built around preparation for daily living. Activities include multi-sensory development, personal care and hygiene, recreation and leisure skills, physical development and fitness, fine and gross motor coordination, language and communication skills, readiness for basic tool subjects, music, art, and social behavior. Class organization ranges from individual instruction to total group participation depending on the nature of the instructional activity.

The instructional programs for upper level students developmentally and sequentially follow the learnings of the primary class. Curriculum areas include pre-vocational and vocational basic skills, home living, body usage, leisure skills, communication and language, and vocational shop training.

A modified open area, where students move to curriculum "stations" throughout the day, provides a learning environment complex for the intermediate and senior level groups. The home living unit, consisting of a living room, kitchen, dining area, and bedroom, forms the core of the total complex, with surrounding instructional areas equivalent to the floor space of four large classrooms. There is also a shop-training classroom adjacent to the learning environment complex.

Hope School has four full-time classroom teachers, four teacher aides and a teaching principal. Psychological services and general consultative assistance are provided by the staff of the Jackson County Guidance Clinic. Audiological assessments are done through the Easter Seal Clinic, Panama City.



HOPE SCHOOL FOR EXCEPTIONAL CHILDREN
MARIANNA, JACKSON COUNTY, FLORIDA

10 0 10 20

PALM BEACH COUNTY

Exceptional Education Center
J. C. Mitchell Community School
Boca Raton, Florida

GENERAL INFORMATION

Area of Building: 12,320 sq. ft.
Building Capacity: 132 students (ages 3-14)

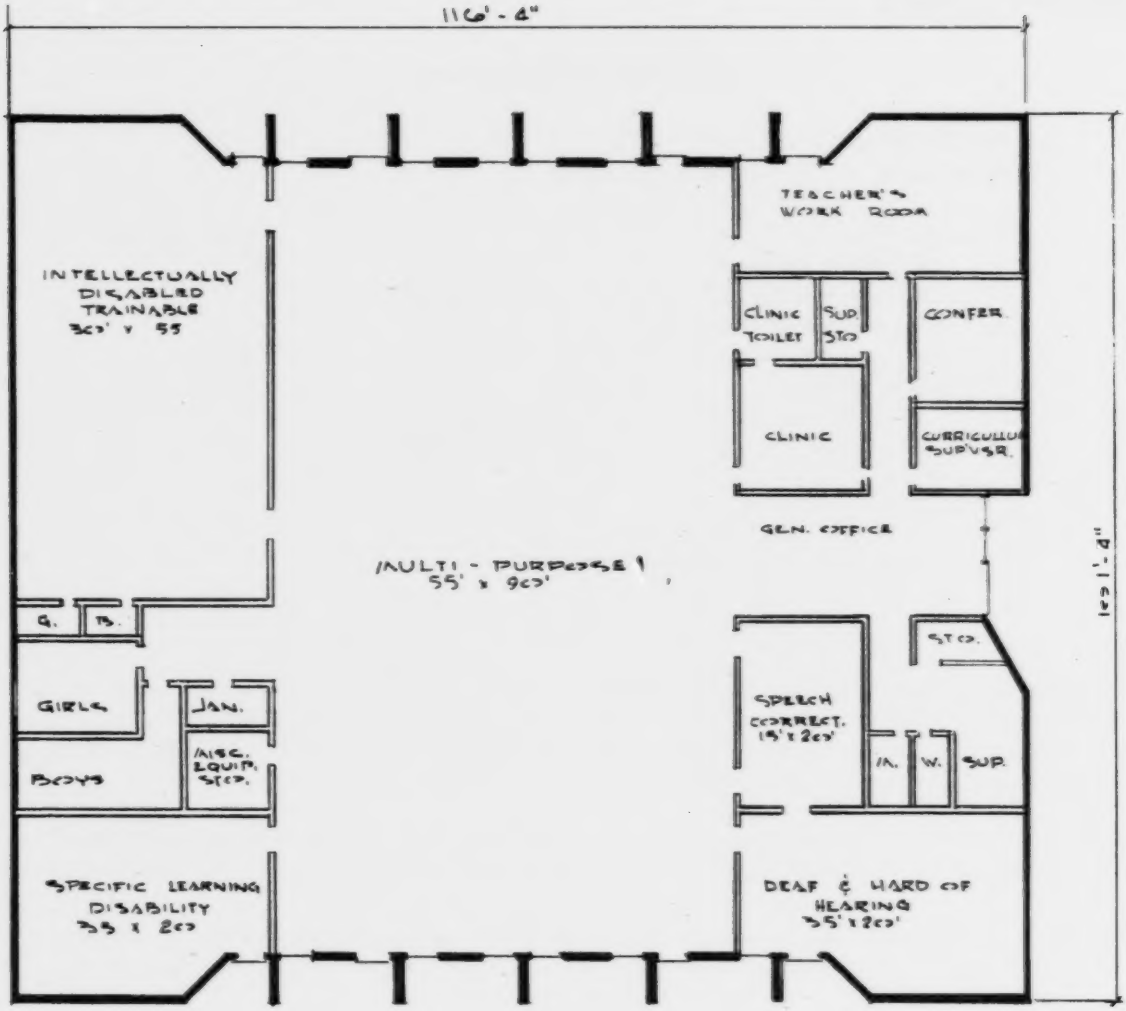
Building Cost:		$320,000.00
Local Expenditures	$ 25,000.00	
State Expenditures	$295,000.00	
Federal Expenditures		
Equipment Cost:		$ 35,000.00
Local Expenditures		
State Expenditures	$ 35,000.00	
Federal Expenditures		

Superintendent: Lloyd F. Early
Architects: Shoup/McKinley/Johnson/Barrows

The Exceptional Education Center located at J. C. Mitchell Community School, Boca Raton, serves students from the south county area. Programs are provided for a diverse student population, including children who are physically handicapped, emotionally disturbed, educable and trainable mentally retarded, or manifest specific learning disabilities. Classes for the gifted are also a part of the Center's programs. Students generally range in age from 6-14 years, although there is a class for deaf children, ages 3-5.

Programs are based on individual prescriptions for each child, and students are integrated into regular classes whenever possible.

The Center's staff consists of eleven classroom teachers, a reading diagnostician, a physical education teacher, a speech teacher, a curriculum specialist, an exceptional child education specialist who is in charge of the program, and three teacher aides. Psychological services are provided on a part-time basis, and a physical therapy program is being planned. Support personnel are provided for transportation, maintenance, janitorial, and health services.



EXCEPTIONAL EDUCATION CENTER

J.C. MITCHELL ELEMENTARY SCHOOL

BOCA RATON, FLORIDA

10 0 10 20

POLK COUNTY

Exceptional Child Facility
Oscar Pope Elementary School
Lakeland, Florida

GENERAL INFORMATION

Area of Building: 11,940 sq. ft.
Building Capacity: 152 students (ages 3-12)

Building Cost:		$181,761.00
Local Expenditures		
State Expenditures	$181,761.00	
Federal Expenditures		
Equipment Cost:		$ 36,529.00
Local Expenditures		
State Expenditures	$ 36,529.00	
Federal Expenditures		

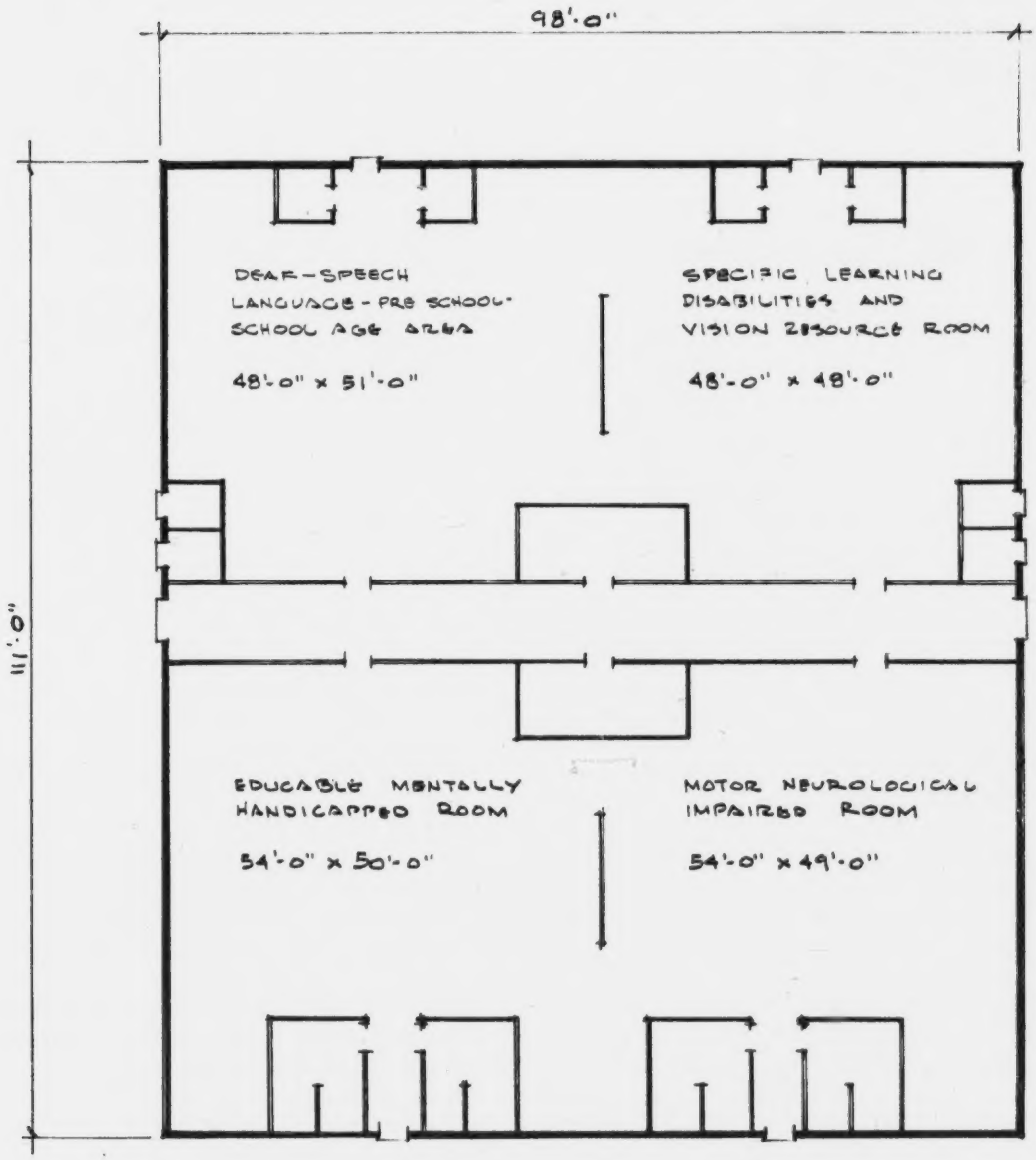
Superintendent: W. W. Read
Architects: Renfroe-Setliss-Regnvall

A semi-open wing attached to Oscar Pope Elementary School in Lakeland, this facility serves 152 pre-school and elementary children. Areas of exceptionality included in the program are deaf, visually impaired, learning disabled, physically handicapped, behavior disorders, educable mentally handicapped, and speech and hearing impaired.

Deaf education for pre-schoolers is a self-contained program in which children are grouped according to their communicative abilities; school-age children are integrated gradually into the regular classroom.

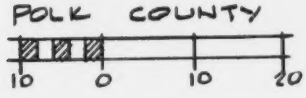
A resource room for the hearing impaired serves children with severe hearing losses from all areas of the county. These students are enrolled in regular classrooms and scheduled into the resource room for a part of each day. All other programs are also provided on a resource room basis.

The staff consists of twelve certified teachers and two aides, all of whom work as an integral part of the total school program. Area itinerant personnel for gifted education, learning disabilities, and speech are also housed at this facility.



EXCEPTIONAL CHILD FACILITY

OSCAR POPE ELEMENTARY SCHOOL
POLK COUNTY



PUTNAM COUNTY

EMR and TMR Facilities
Palatka Middle School
Palatka, Florida

GENERAL INFORMATION

Area of Building: 4,871 sq. ft.
Building Capacity: 55 students (ages 11-14)

Building Cost:		$98,135.97
Local Expenditures		
State Expenditures	$98,135.97	
Federal Expenditures		
Equipment Cost:		$12,364.03
Local Expenditures		
State Expenditures	$12,364.03	
Federal Expenditures		

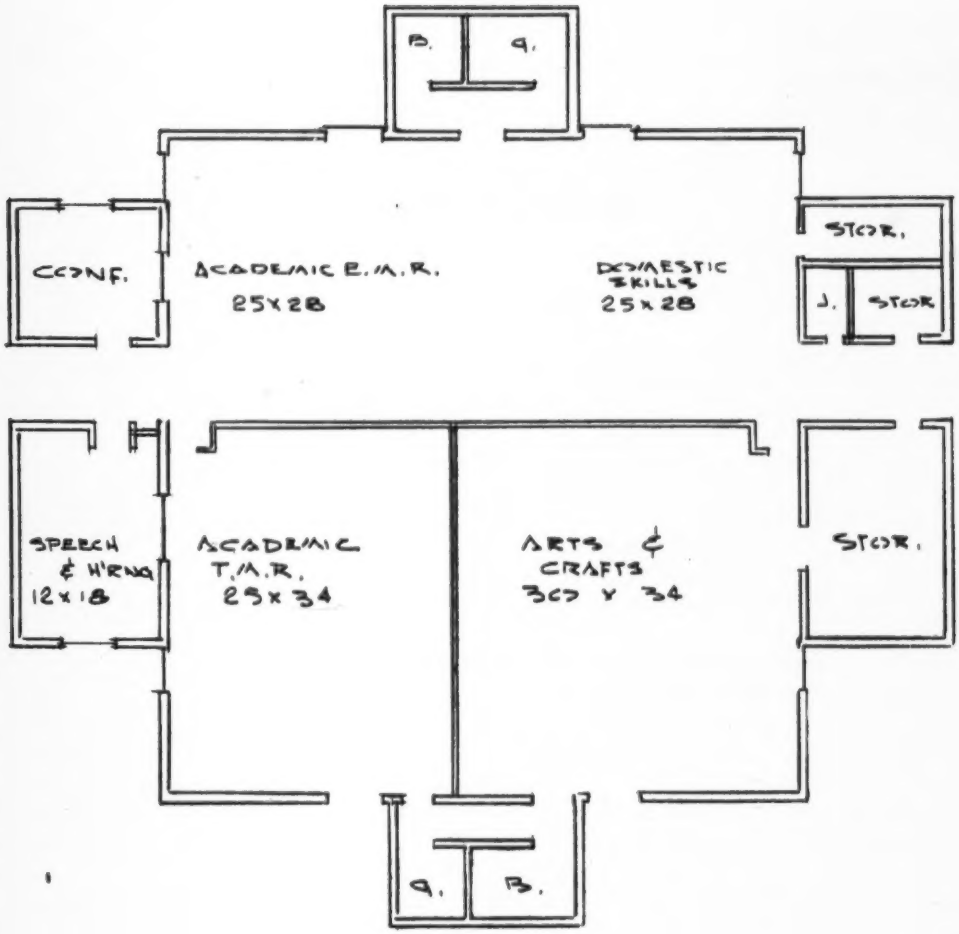
Superintendent: John R. Gaines
Architect: Frank George

The Palatka Middle School facility serves 45 educable and 10 trainable retarded children, ages 11-14, from Palatka and surrounding areas.

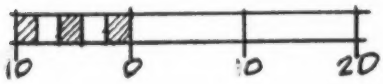
The instructional program for educable mentally retarded students is developed around four basic areas: social and personal skills, basic academics, physical-motor skills, and pre-vocational skills. Team-teaching is utilized in the domestic skills and shop areas. Students are fused into the regular program in accordance with individual needs and abilities, and all extracurricular activities are available to them.

For the trainable student, the instructional program includes self care, body usage, communication, basic knowledge, practical skills, and social behavior. This class is self-contained, with some students fused into the educable program for enrichment activities and further skill development.

The teaching staff consists of three teachers for the educable and one for the trainable mentally retarded, as well as teacher aides. Students are provided speech and psychological services on an itinerant basis. Support personnel are provided for transportation, maintenance, and health services.



E.M.R & T.M.R. FACILITIES
PALATKA MIDDLE SCHOOL
PUTNAM COUNTY, FLORIDA



TAYLOR COUNTY

EMR and TMR Facilities
Taylor County High School
Perry, Florida

GENERAL INFORMATION

Area of Building: 6,685 sq. ft.
Building Capacity: 60 students (ages 14-21)

Building Cost:		$154,834.00
Local Expenditures	$ 64,834.00	
State Expenditures	$ 90,000.00	
Federal Expenditures		
Equipment Cost:		$ 31,000.00
Local Expenditures		
State Expenditures		
Federal Expenditures	$ 31,000.00	

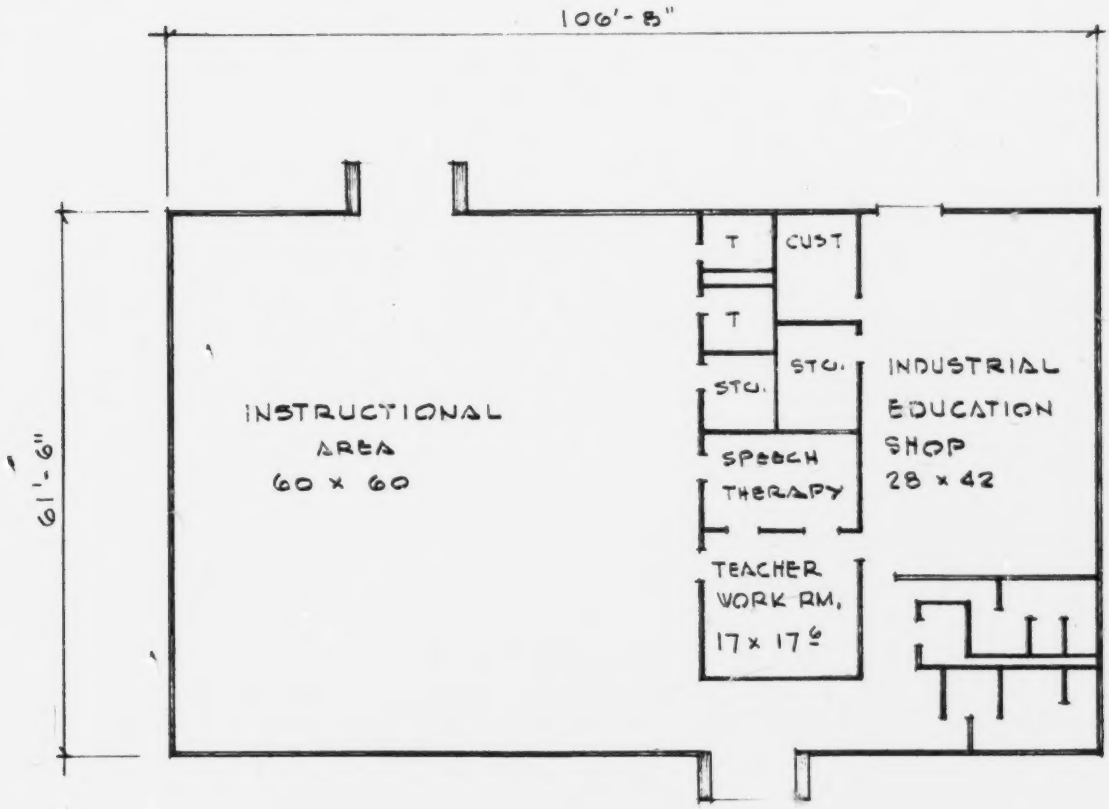
Superintendent: Dr. Cecil G. Carlton, Jr.
Architect: Zeb V. Lackey

The work/study program at Taylor County High School serves 50 educable and 10 trainable mentally retarded students, ages 14-21, from throughout the county.

The four-year program, designed to help students secure employment within and outside the community, utilizes a multi-level approach. Level 1 emphasizes functional academic skills related to pre-vocational and vocational training, family living, and home economics. In-school work experiences are provided at Level 2, and part-time work experiences in the community at Level 3. Job placement and follow-up comprise Level 4.

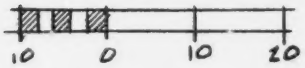
Five teachers, two in basic academics and one in each of the other three program areas, comprise the staff. Service of a social worker and a psychologist are available on request.

The open-space concept of Taylor High School's work/study program facilitates programming to meet the individual needs of students.



EMR & TMR FACILITIES

TAYLOR COUNTY HIGH SCHOOL
TAYLOR COUNTY



SECTION FOUR

DEAF EDUCATION FACILITIES

1. Duval County
2. Escambia County

DUVAL COUNTY

Facilities for Children with Hearing Disabilities
Pinedale Elementary School Southside Estates Elementary School
Jacksonville, Florida

GENERAL INFORMATION

Area of Building: 11,558 sq. ft.
Building Capacity: 75 students (ages 3-14)

Building Cost:		$213,901.00
Local Expenditures		
State Expenditures	$213,901.00	
Federal Expenditures		
Equipment Cost:		$ 13,352.00
Local Expenditures	$ 13,352.00	
State Expenditures		
Federal Expenditures		

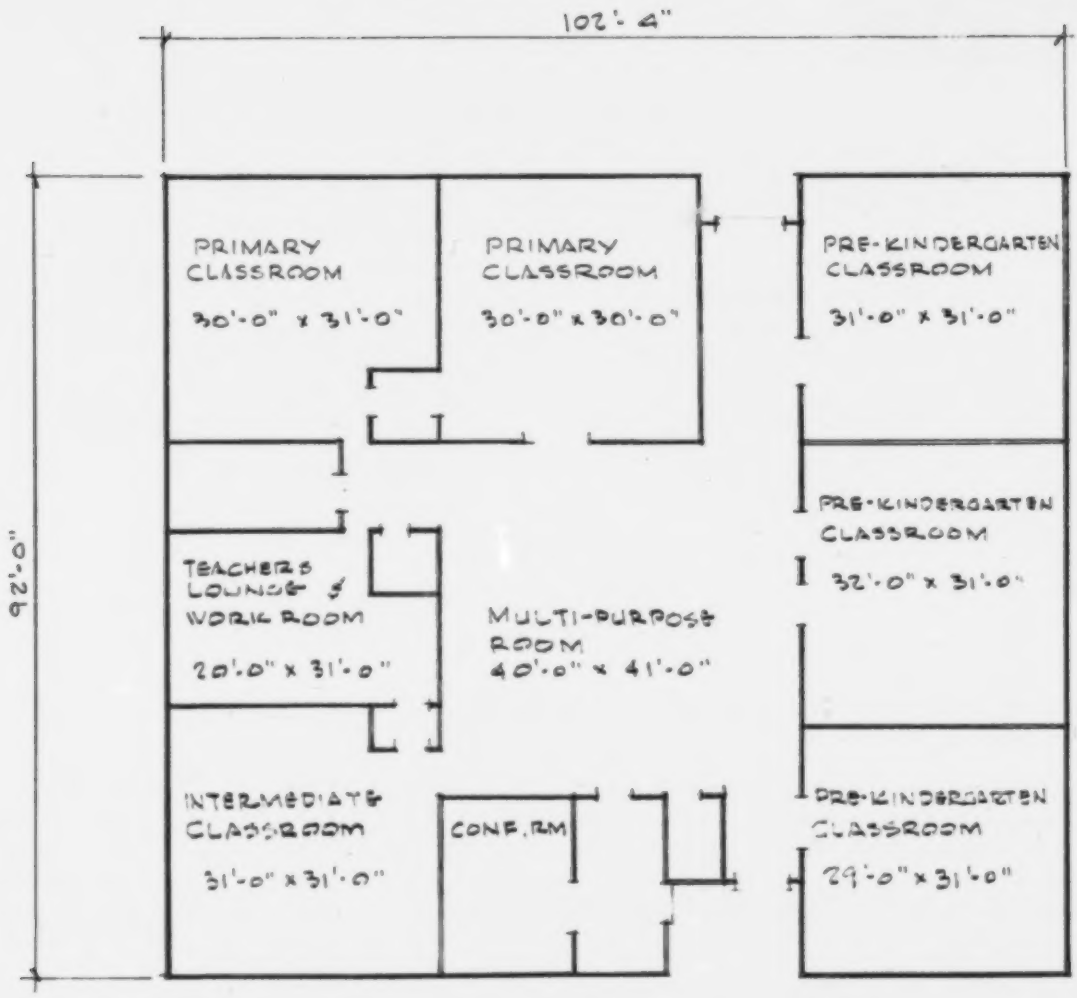
Superintendent: Dr. Cecil D. Hardesty
Architects: Veenstra

Twin facilities at Pinedale Elementary and Southside Estates Elementary provide programs for Duval County's children with hearing disabilities. Designed to accommodate approximately 75 students, each facility houses six classes of hearing-impaired students, ages 3-14.

Instruction includes a full academic program in grades one through six; language development, speech training, and auditory training on all levels; and perceptual remediation in accordance with individual student's needs. Self-contained classes are offered at the pre-school, kindergarten, and elementary levels; for students fused into the regular elementary school program, resource services are provided.

The instructional programs are closely supervised by a coordinator who is a specialist in speech and hearing. Each center is staffed by six teachers, a speech pathologist, six teacher aides, and a school clerk. Operational activities are under the administration of principals at the respective schools.

Parent involvement in the programs is encouraged through monthly parent group meetings, which offer instructional and supportive training, and through individual parent conferences.



FACILITIES FOR CHILDREN WITH HEARING DISABILITIES

DUVAL COUNTY

PINEDALE ELEM. SCHOOL

SOUTHSIDE ESTATES ELEM. SCHOOL

10 0 10 20

ESCAMBIA COUNTY

Hearing Disabilities Facility
West Pensacola Elementary School
Pensacola, Florida

GENERAL INFORMATION

Area of Building: 9,295 sq. ft.
Building Capacity: 60 students (ages 3-14)

Building Cost:		$192,000.00
Local Expenditures		
State Expenditures	$192,000.00	
Federal Expenditures		
Equipment Cost:		$ 8,000.00
Local Expenditures		
State Expenditures	$ 8,000.00	
Federal Expenditures		

Superintendent: J. E. Hall
Architect: F. J. Sindelar

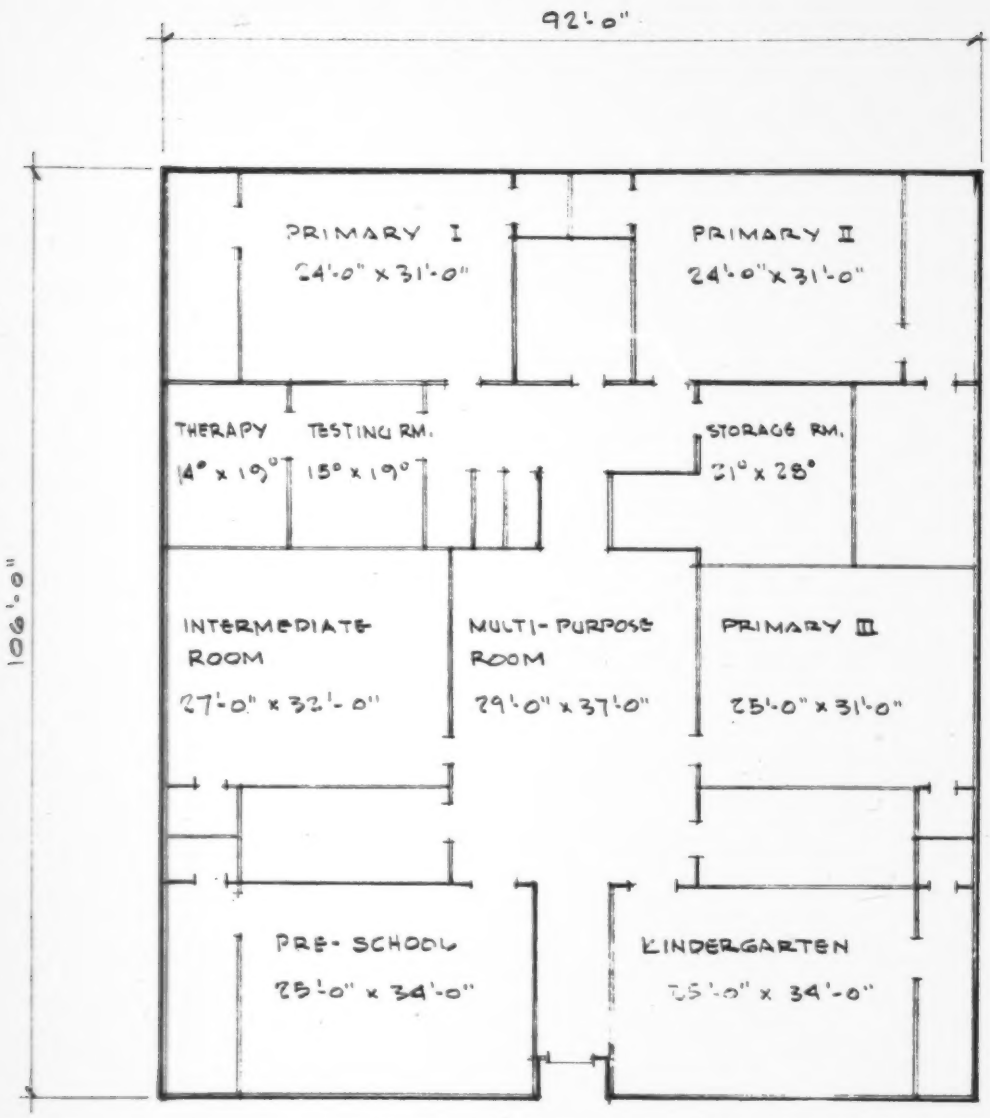
Located on the campus of West Pensacola Elementary School, this Escambia County facility serves 25 hearing-disabled children, ages 3-14.

The school program is divided into four levels, with students grouped according to abilities. Three levels provide oral training; the fourth, for children who cannot function in an oral situation, employs total communication. Workshops are held for parents of children in the total communication group to promote effective communication in the home. Each level utilizes a wireless amplification system consisting of headsets and body receivers. Children are encouraged to wear their hearing aids to and from school.

Students participate in physical education and special activities at the elementary school. As soon as language skills are sufficiently developed, children are integrated into regular classrooms for instruction in reading and math. The ultimate goal is successful integration into a regular classroom situation for the full school day.

The facility's staff includes four teachers, one of whom serves as coordinator, and two teacher aides. Speech therapist services are provided on a half-time basis. Administration is the responsibility of the principal of West Pensacola Elementary School.

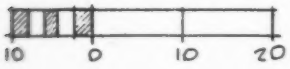
The instructional program is actively supported by a parent group affiliated with the International Parents Organization of the Alexander Graham Bell Association for the Deaf, Inc.



CHILDREN HEARING DISABILITIES FACILITY

WEST PENSACOLA ELEMENTARY SCHOOL

ESCAMBIA COUNTY



APPENDIX I

CRITERIA AND PRIORITIES

APPLICATION FOR FUNDS FOR CONSTRUCTION

OF

FACILITIES FOR EXCEPTIONAL CHILD EDUCATION PROGRAM

1968 – 1973

CRITERIA AND PRIORITIES

APPLICATION FOR FUNDS FOR CONSTRUCTION

OF

FACILITIES FOR EXCEPTIONAL CHILD EDUCATION PROGRAM

Approved by

Florida State Board of Education

October 14, 1969

Floyd T. Christian
Commissioner of Education
Tallahassee, Florida

Criteria and Priorities

Application for Funds for Construction

Facilities for Exceptional Child Education Program

The Special Education Session of the 1968 Florida Legislature enacted into law the first phase of a program to provide an educational opportunity for all Exceptional Children by the 1973-74 school year. During hearings, leading to the enactment of this law, it became evident that many special education classes were not housed in classrooms designed to provide for an optimal education program. With an annual increase of over 500 teachers it was recognized that an even greater shortage of appropriate classrooms might exist.

To partially remedy this situation, Section 3 of Senate Bill 86X appropriated from the general revenue fund for the 1968-69 fiscal year the sum of $2,500,000 for distribution to individual school districts for capital outlay purposes to provide critical specialized facility needs for exceptional children. Such funds are in addition to the established capital outlay funds for public school programs earned as part of the Exceptional Child Instruction Units under the Minimum Foundation Program. The 1969, 1970, 1971 and 1972 sessions of the Florida Legislature provided additional funds to continue this program.

The availability of special funds for facilities for exceptional children in addition to alleviating the shortage of classroom space also provides county school systems a unique opportunity to focus the latest research in facility design on developing model learning facilities for Exceptional Child Education Programs. It is recognized, however, that with the monies available a limited number of projects can be funded. Projects submitted shall be reviewed by a committee and recommendations made to the Commissioner of Education on a priority basis for funding.

The State Board of Education authorizes the Commissioner of Education to approve projects in accordance with the established criteria and priorities herein.

Utilization of Funds

Funds shall be used for construction of specialized classrooms and related facilities not presently included as part of a regular school plant, where a concentration of classrooms is required to provide a sequential program for exceptional children. Projects may include one or a combination of the following:

1. Provisions for the addition of three or more classrooms and related facilities to existing or proposed schools which shall provide a center for programs for children from low prevalence groups such as the deaf, orthopedically and motor handicapped, or blind.

2. Provisions for the addition of two or more classrooms and related facilities to existing schools or proposed schools which require highly-specialized facilities for secondary programs for the mentally retarded.

3. A special school which is large enough to develop an independent program and where there is evidence that a better educational program can be developed by separating these children from a regular school population. This is most commonly provided for the trainable mentally retarded program.

4. Purchase or major renovation or both of existing facilities for one of the purposes outlined above.

In planning for the addition of several special education classrooms to a regular school where children are to spend part of their time in the regular class, consideration should be given to the ratio of exceptional children to regular children to assure the regular classroom teachers are not required to spend an unproportionate share of their time with children with special needs.

Funds shall not be allocated for one or two classrooms of regular design which are assigned to the Exceptional Child Program since these should be part of the county's basic school construction program.

Eligibility and Criteria for Selection

To be eligible for consideration proposed facilities must meet all laws, regulations, and Accreditation Standards relating to school construction as set forth by the State Board of Education. It shall have the recommendation of the School Survey Section and the Architectural and Facilities Planning Section of the Florida Department of Education.

A plan for the development of educational specifications shall be included.

The County Board of Public Instruction must agree to use the facilities for the purposes planned unless equivalent facilities are provided at a new site and ample evidence is given for reasons to disband these facilities.

There must be ample evidence that upon completion of the proposed facility a quality program can be placed in operation, with appropriate teaching personnel, materials and supplies, supervision, and necessary transportation.

If two or more counties propose to use the facilities, letters shall be submitted from all Superintendents involved, stating their support of the plan.

Funds shall be allocated to selected counties on the basis of county program need as established in the application approved by the State Board of Education. Program need shall be established by:

1. Evidence of need as indicated in the County Plan for the provision of special education for exceptional children.
2. Annual report on programs.
3. Waiting lists for exceptional child program.
4. County school facility surveys.
5. The increase in the number of pupils which could be served by the new facility.

Criteria for selection:

1. Established need.
2. Availability of leadership for planning and programming.
3. Evidence of ability to staff and implement a quality program when facility is completed.
4. Appropriateness of facility to the development of a comprehensive statewide Exceptional Child Program.

Submission of Applications and Project Approval

Before submitting a formal application, interested counties should contact the Exceptional Child Section, Bureau of Curriculum and Instruction, to obtain information on appropriateness of proposed facility under the available funds.

1. Six copies of the application, and supporting information shall be submitted to the Exceptional Child Education Section, Department of Education by August 1, 1972.

2. Applications shall be reviewed by appropriate sections and Bureaus of the Department of Education and presented to a review committee for recommendation to the Commissioner of Education who in turn shall make recommendations to the SBE.

3. Approval by the State Board of Education shall insure that the designated funds shall be held in reserve until the Project is developed and approved by the Department of Education.

4. Projects approved by the State Board of Education shall have Department of Education approval for each of the following steps:

    a. School facility and site approval
    b. Educational specifications approval
    c. Inclusion of project on the County Project Priority List for State Board of Education Approval
    d. Preliminary plans approval

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
Division of Elementary and Secondary Education
Bureau of Curriculum and Instruction

APPLICATION FOR FUNDS FOR CONSTRUCTION OF FACILITIES FOR EXCEPTIONAL CHILD EDUCATION PROGRAM

Fiscal Year 1972-73

County_____

Date_____

I certify that this project will be conducted in accordance with the guidelines set forth for expenditure of funds in this project, and in accordance to laws and regulations relating to school construction as set forth by the State Board of Education.

The facility shall be used for the purposes planned unless equivalent facilities are provided at a new site and ample evidence is given for reason to disband this facility.

_____
Chairman, District Board of Public Instruction

_____
Superintendent, District Board of Public Instruction

_____
Coordinator, Exceptional Child Education

(For Department of Education Use Only)

Effective Date of Approval_____

Amount $_____ Project No._____

_____
Floyd T. Christian
Commissioner of Education

STATE OF FLORIDA – DEPARTMENT OF EDUCATION
Floyd T. Christian, Commissioner
Tallahassee, Florida

APPLICATION FOR FUNDS FOR CONSTRUCTION OF FACILITIES FOR EXCEPTIONAL CHILD EDUCATION PROGRAM

FISCAL YEAR 1972-73

Date_____

1. County or Counties to be served_____

2. Total Funds Requested_____

3. Area(s) of Exceptionality for which Facility is proposed:

   _____

4. Current Program and Needs:

   (a) Attach copy of most recent annual report of Exceptional Child Program, County Plan for Exceptional Child Education and other supporting data justifying need for proposed facility.

   (b) Existing program for type(s) of exceptional children for which this facility is proposed:

   Pupils served_____ Age Range_____ Waiting List_____

5. Proposed Program with proposed new facility:

   Pupils served_____ Age Range_____ Waiting List_____

6. Proposed Facility:

   (a) Purpose: (check one)

   (1) Replacement of unsuitable existing facility ☐

   (2) Rehousing of existing program ☐

   (3) New Facility for new program ☐

   (b) Location: (check one)

   (1) Separate facility ☐

   (2) Attached to regular school ☐

   (3) Part of proposed school facility ☐

(c) Description of regular school if proposed facility is addition:

School Number_____

Grade Range_____

Name and Location_____

Enrollment_____

(d) Location of proposed site if facility is not to be attached to existing school:

_____

7. Attach a brief narrative description of the new facility including proposed classrooms, administration suite, food service, play area, acreage, and other related facilities.

8. Attach a brief description of the plan for operation of the proposed facility. Provide evidence that a quality program can be placed in operation with appropriate teaching personnel, materials, supplies and supervision.

9. Has the proposed facility been included in the county's existing School Plant Survey?_____

   Date of School Plant Survey_____

10. Attach proposed plan for development of educational specifications if educational specifications have not been developed.

11. Attach description of geographic area proposed facility will serve, (e.g., attendance area, county-wide, several counties).

12. If transportation will be required, include a statement that it will be provided by the county.

13. Breakdown of total funds requested.

    Describe method of arriving at cost including teaching stations, related facilities, square footage, cost per square foot and equipment:

APPENDIX II

DISTRICT COORDINATORS OF EXCEPTIONAL CHILD EDUCATION PROGRAMS

APPENDIX II

DISTRICT COORDINATORS OF EXCEPTIONAL CHILD EDUCATION PROGRAMS

ALACHUA COUNTY

Mrs. Lucy T. Beckum, Director
Exceptional Child Education
1817 East University Avenue
Gainesville, Florida 32601

BAY COUNTY

Mrs. Nelle Messer, Director
Special Education
1819 Liddon Avenue, Bldg. A
Panama City, Florida 32401

BRADFORD COUNTY

Mrs. Lucille Payne
Elementary Supervisor
Post Office Box 626
Starke, Florida 32091

BREVARD COUNTY

Mrs. Nina Ransom, Director
Exceptional Child Education
IPM Center, Room D-2
705 Avocado Avenue
Cocoa, Florida 32922

CALHOUN COUNTY

Mrs. Jeanette Johnson, Coordinator
Special Programs
626 North Main Street
Blountstown, Florida 32424

CHARLOTTE COUNTY

Mr. Michael Eader, Coordinator
Exceptional Child Education
1016 Education Avenue
Punta Gorda, Florida 33950

CLAY COUNTY

Mr. James D. Sowell
Director of Pupil Services
Walnut Street
Green Cove Springs, Florida 32043

COLUMBIA COUNTY

Mrs. Betty Allison, Director
Special Services
Route 7, Box 200
Lake City, Florida 32055

DADE COUNTY

Miss Dorothy Ozburn, Consultant
Special Education
1410 N. E. Second Avenue
Miami, Florida 33132

DESOTO COUNTY

Mrs. Marilyn P. Mizell, Coordinator
Exceptional Child Education and
County Testing
Post Office Box 111
Arcadia, Florida 33821

DUVAL COUNTY

Mrs. Julia Wickersham, Director
Exceptional Child Education
1450 Flagler Avenue
Jacksonville, Florida 32207

ESCAMBIA COUNTY

Mr. James Pace, Director
Exceptional Child Education
5404 Lillian Highway
Pensacola, Florida 32506

HIGHLANDS COUNTY

Mrs. Jean Moore, Coordinator
Exceptional Child Education
513 Lemon Street
Sebring, Florida 33870

HILLSBOROUGH COUNTY

Dr. Jack R. Lamb, Director
Exceptional Child Education
411 East Henderson Avenue
Tampa, Florida 33602

JACKSON COUNTY

Mrs. Joan Gesslein, Director
Special Programs and Services
Post Office Drawer S
Marianna, Florida 32446

LEE COUNTY

Miss Karen Youngblood, Director
Exceptional Child Education
School Board Annex
2235 First Street
Fort Myers, Florida 33901

MARION COUNTY

Mrs. Laverne Graves, Coordinator
Exceptional Child Education
Post Office Box 670
Ocala, Florida 32670

PALM BEACH COUNTY

Mrs. Marjorie Crick, Director
Exceptional Child Education
3323 Belvedere Road
West Palm Beach, Florida 33402

PINELLAS COUNTY

Mr. Paul B. Stephens, Jr., Director
Exceptional Child Education
4960 78th Avenue, North
Pinellas Park, Florida 33565

POLK COUNTY

Mrs. Doris Sanders, Supervisor
Special Education
Post Office Box 391
Bartow, Florida 33830

PUTNAM COUNTY

Mr. Sidney H. Dunn, Director
Educational Services
515 Reid Street
Palatka, Florida 32077

ST. LUCIE COUNTY

Mr. William Wright, Director
Programs for Exceptional Children
2909 Delaware Avenue
Fort Pierce, Florida 33450

SANTA ROSA COUNTY

Mr. Jerry Vaughan, Coordinator
Exceptional Child Programs
Post Office Box 407
Milton, Florida 32570

SEMINOLE COUNTY

Mrs. Mary Witengier, Coordinator
Exceptional Child Education
315 Maple Avenue
Sanford, Florida 32771

TAYLOR COUNTY

Mrs. Kate Braddock, Coordinator
Exceptional Child Education
900 West Ash Street
Perry, Florida 32347

VOLUSIA COUNTY

Mr. Hal Wallace, Coordinator
Exceptional Child Education
801-A North Wild Olive
Daytona Beach, Florida 32018

WASHINGTON COUNTY

Miss Helen Mahs, Coordinator
Special Education Programs
Post Office Drawer 100
Chipley, Florida 32428